

**175 - Dr. DHARMAMBAL GOVERNMENT
POLYTECHNIC COLLEGE FOR WOMEN
(AUTONOMOUS) CHENNAI-600113.**



Autonomous Academic Regulations 2024 -2025

**DIPLOMA IN COMMERCIAL PRACTICE
FULL TIME**

2024 -H- SCHEME

IMPLEMENTED FROM 2024-2025

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1. Preamble

Dr. Dharmambal Government Polytechnic College for Women, Chennai-113, was established in 1962. As many as 10 (Ten) diploma programmes are offered in this polytechnic college. Semester system is followed during the entire course of study. This institution contributes significantly to the state's talent pipeline, and it was initially started with the primary objective of producing women skilled technicians to support mass industrialization.

Today there is an evolving manpower need, as TN's economy is beginning to focus on advanced technology and knowledge-based industries, rather than low-cost labour-intensive manufacturing. To produce future-ready talent and bridge the industry-academia gap, it is only pertinent to rethink the existing curriculum and revamp the syllabi.

The institution envisions reimagining and redefining the diploma programme to make it relevant for the ever-changing economic, industrial, and regulatory landscapes of the new era. The current dynamic ecosystem poses challenges that span across fields and demands multidisciplinary knowledge to address them. This has propelled the need for higher technical education to cover diverse areas such as STEM, arts, humanities, design, innovation, business, and entrepreneurship; hence the programme is modelled to incorporate all these areas.

The challenges of the 21st century demand young women diploma Engineers/Architects to have a command over the ever-changing body of technical knowledge along with an array of personal, interpersonal, and system-building knowledge that will prepare them with skills & competencies to address the modern-day challenges by building a new generation of machines, methods and materials.

The rapid adoption of Advanced Technologies is changing the nature of work today. Technologies such as advanced robotics, knowledge work automation, the internet of things, cloud computing, autonomous & near-autonomous vehicles, next-generation genomics, energy storage, 3D printing, advanced materials, additive manufacturing and renewable energy are changing industries in an unprecedented manner. These technologies are making companies become leaner and more productive and also pave the way for future technologies to be invented. This makes companies constantly look for talent that can fit into the dynamic technological environment.

The objective of the new applied-to-learn track is to train a pool of graduates who are technically competent, professionally proficient and socially responsible in quality management, regulatory compliance and manufacturing processes in the respective sectors. This is followed by an iterative process of developing the learning outcomes, aligning the learning outcomes, designing the learning activities and applying the assessment methods of the modules offered on this track in an integrated manner to meet the industry's needs.

The programme is offered through the core, electives, certifications, capstone projects and other ways to enable a student's transformation. Each domain is carefully crafted to cater to the diversified needs, dynamic contexts, and differentiated expectations in a learner-centric environment. The crux of this programme lies in the way experiential learning, divergent thinking, problem-solving creativity and so on are integrated into one.

1 (a) - Objective

To retain and further strengthen the quality of the human capital produced by our institution at the diploma level as the force behind the state's social, cultural, and economic pre- eminence.

1 (b) - Admission

Candidates seeking admission to the first semester of the Diploma programme should have passed the SSLC Examinations prescribed by the Government of Tamil Nadu or any examination of any other board or authority recognized by the Board of Secondary Education as equivalent thereto with eligibility for Higher Secondary Education in Tamil Nadu.

1 (c) - Lateral Entry Admission:

Engineering and Technology / Commercial Practice

The candidates who possess a pass is the HSC (Academic) or equivalent prescribed in the Higher Secondary Schools in Tamil Nadu affiliated to the Tamil Nadu Higher Secondary Board, with a pass in at least three of the following subjects: Physics / Chemistry / Mathematics / Computer Science / Electronics / Information Technology / Biology / Informatics Practices / Biotechnology / Technical Vocational Subjects / Agriculture / Engineering Graphics / Business Studies / Entrepreneurship are eligible to apply for Lateral entry admission to the third semester of Diploma programmes, as per the rules fixed by the Government of Tamil Nadu. (or) The candidates who possess a pass in 2-year ITI with appropriate grade or equivalent examination.

1 (d) - Age limit:

There is no age limit prescribed for admissions to Diploma programmes.

1 (e) - Medium of Instruction:

The medium of instruction is English for all courses, examinations, seminar presentations and project work reports, except for the programmes offered in Tamil Medium.

2. Structure of the Programme

The redesigning and revamp of the Diploma programme in this institution will focus on improving the employability and entrepreneurship outcomes of the campuses through skill centric and industry allied curriculum and syllabi. The following structure is being proposed for the new curriculum.

2 (a) - Pathways for Progressive Learning Experience

The programme offers 4 different pathways for progressive learning. Entrepreneurs, Higher Education, Technocrats and Technologists have different pathways from which the students will pick one of these pathways that they find fascinating and work to ameliorate their knowledge base over the desired pathway.

There are courses offered for the specific pathways in their final semesters that will aid them to choose their career in their specific pathways. Pathway direction for the students can be assisted by faculty mentors from time to time.

- **Entrepreneur:**
Students who aspire to transform opportunity into reality, create social and economic value for themselves and for others.
- **Higher Education:**
Students with aspirations of pursuing higher education to acquire higher-order skills and competencies in the domain of interest.
- **Technocrats:**
Students who aspire to acquire mastery of technical tools and methods to manage people who manage the processes.
- **Technologists :**
Students who aspire to gain leadership in a particular discipline / technology to evolve into Problem Solvers & Innovators.

2 (b) - Various Dimensions for Transformation

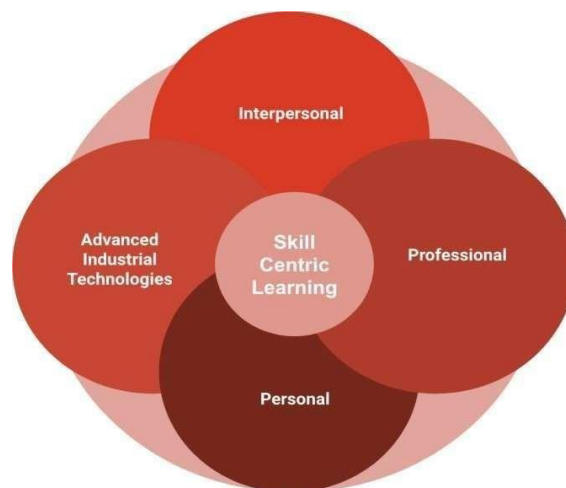
Today's world is rapidly changing and increasingly interconnected, and the future talent pipeline to be sourced from the campuses needs to adapt to changes that will keep accelerating in the future. The new diploma programme focuses on equipping learners with skills that will enable them to cope with the foreseeable social and economic changes and manage often unpredictable realities. The various dimensions of transformation are designed to nurture skills towards holistic human development. Such skills are acquired not only on formal courses but in a variety of contexts throughout the academic curriculum.

Four broad dimensions of skills to ensure holistic human development:

(1) Personal, (2) Professional, (3) Interpersonal and (4) Advanced Industrial Technologies skills and competencies.

2 (c) - Integrated Curriculum

An integrated curriculum is based on learning experiences that lead to the acquisition of disciplinary knowledge and its application in a professional environment interwoven with the teaching of personal, interpersonal, and professional skills, and ways in which the integration of emerging technological skills and multidisciplinary connections are made.



Course Levels

A course is a component (a paper/subject) of a programme. All the courses need not carry the same weightage. The course should have defined Course Objectives and Course Outcomes. A course may be designed to involve lectures/tutorials/laboratory work/project work/Internships/seminars or a combination of these, to effectively meet the teaching and learning needs and the credits may be assigned suitably.

The programmes consist of various levels of courses, structured as Foundation (F), Concentration (C) and the Specialization(S) courses for a greater understanding of the core concepts of the fundamentals in the initial year of learning and thereby moving towards the specialization areas by choice.

- **Foundation (F) | Year I:** Foundation courses build strong fundamental requirements across mathematics, statistics, science, engineering domain, advanced technologies, social sciences and humanities.
- **Concentration (C) | Year II:** Concentration courses shall deliver domain-specific knowledge and technological skills. They are offered as core and electives to provide the requisite mandatory working knowledge of the chosen domain.
- **Specialisation (S) | Year III:** Specialization courses are focused on a particular area of study leading to a specific pathway. Some of the courses can also be beyond the programme, leading to skills and competencies in emerging technology domains.

Course Types

Every diploma programme shall have a curriculum with syllabi comprising Theory, Practicum and Practical courses with well-defined Programme Outcomes (PO) as per the Outcome Based Education (OBE) model. The content of each course is designed based on the intended Course Outcomes (CO). Every programme shall have a distinct curriculum with syllabi consisting of courses broadly categorized under:

- **Core (C)/Elective (E)** - Core / Elective courses are offered to students of a particular programme to gain basic and specialized knowledge/skills in a selected field. Core courses are mandatory to complete the programme and shall not be exempted or provided with credit equivalence. Elective Courses may be grouped into different domains / streams / specialisations to enable the students to have at least 3 to 5 options. Based on the student's willingness, any number of elective courses may be offered.
- **Practicum (P)** - Integrated course taught in a hands-on learning environment. This may be offered wherever theoretical concepts are to be learned simultaneously with relevant practical sessions. Such courses shall be offered only if sufficient laboratory facilities are available to conduct such courses, and both laboratory and theory components shall be considered for continuous assessment. Final evaluation is based on the proportion of the credit awarded for the respective component.
- **Lab (L)** - Practical Courses taught in a designated lab. This may be offered when conceptual learning has to be augmented by practical experiments and also to bring focus on acquiring skills through doing. Such courses shall be offered only if sufficient laboratory facilities are available to conduct such courses.

- **Field Study (FS)** - Offered as a special / curriculum-enriching component to understand certain practical issues / work practices / hands-on training / immersion project / market survey. Field Study, if it forms a part of the course, then credit(s) shall be assigned accordingly. Otherwise, such course(s) may be specified in the Grade Sheet without grades.
- **Certification (Cer)** - Industry-driven course shall be offered, jointly with an industry that would result in learning the emerging trends / employment potential topics / solving real- time problems. The contents of the course shall be jointly designed by an industry expert and a suitable faculty member, with relevant assessment and evaluation. Hybrid / Online learning options shall be available. Students are permitted to complete these courses through MOOCs / Professional Certification and credit equivalence (Programme Elective or Open Elective), to maximum of 6 credits.
- **In-House Projects (J)** - Capstone Project shall be offered once a student completes >95% of the core courses related to the Diploma programme. The Capstone Project is expected to involve concepts from fundamentals to recent developments and may be restricted to one domain or multi-domains / multi-disciplines. Capstone Project shall be offered only after completing all the fundamental courses and offered during the final semester. It shall also focus on Environment, Society, Sustainability, Entrepreneurship and Project Management. In the case of a multidisciplinary project, a suitable co-supervisor shall be opted for by the students from the relevant Department for successful completion. Capstone Project may be offered in phases, i.e. Phase I and Phase II (single topic or two different topics). Students are encouraged to submit the softcopy of the complete report for evaluation and abstract in the printed form during the final presentation.
- **Fellowship (Fs)** - Upto 6 months for professional and / or academic development offered by an external organisation identified and nominated by DoTE in India or abroad. Students shall be shortlisted for the same under sponsorship / scholarship by competent authorities and approved by the Head of the Institution.
- **Boot Camp (B)** - 2 to 5 days training camps for imparting knowledge and skills in emerging areas. It may be offered jointly by a team of faculty members / external experts with course content that includes interdisciplinary topics from different domains, thereby enhancing the Professional Knowledge & Skills of the students. However, such courses shall not have any significant repetition of other courses offered in that particular diploma programme. If a student fails to complete such a course on the first attempt or lacks attendance requirements, they may opt for a different course in the

subsequent semester and meet the minimum credit requirements of the programme or may re-do the same course whenever offered.

- **Hackathon (H)** - 3 to 6 days of problem-solving and building a solution for real-world problems in an intensive / accelerated manner. It may be considered as one of the course types in situations where multiple solutions are expected to a problem or multiple problems are expected to be solved, in a particular industry / research laboratory. Such a course shall be essentially a Practicum and may be offered in a workshop mode. Credit allocation, Assessment and Evaluation shall be based on the respective syllabi designed for the same.
- **Internship (I)** - Internship is offered as a credit course with the Industry / Research Laboratories / other Universities in India or abroad. Credit allocation, Assessment and Evaluation shall be based on the procedures given. Every student is encouraged to gain Credits through an Internship.
- **Audit Courses** are optionally registered by a student to understand certain basic / advanced concepts in his / her own discipline or other disciplines offered by the college. In this case, if a student fails in an Audit Course, it is not mandatory to repeat that course, and these courses shall not be considered for eligibility for awarding the Diploma. Grades shall be awarded as "Completed".

2 (d) Definition of Credit: Credit is a kind of weightage given to the contact periods* to teach the prescribed syllabus, which is in a modular form. The credit distribution for theory, laboratory and project courses are mentioned in the table below.

Theory (L) - 15 periods	1 credit
Tutorial (T) - 15 periods	1 credit
Practical (P) – 30 periods	1 credit
Internship (I) - 45 periods	1 credit
Project (J) - 30 periods	1 credit

* 1 period = 50 minutes of class

2 (e) - Curriculum Structure

Every programme shall have a distinct curriculum with syllabi consisting of courses broadly categorized under Basic Sciences, Basic Engineering, Professional Core, Programme Electives, Open Electives, and Certification Courses. Credit distribution for various categories of the courses will follow the guidelines given below, subject to minor variations, as may be suggested by the respective Board of Studies.

Category	Credit Range
Humanities and Social Sciences	11-17
Basic Science Courses	15-20
Engineering Sciences	6-13
Programme Core	40-51
Programme Elective	9-12
Open Elective	6-10
Industrial Training / Project Work	10-15
Health & Wellness	0 – 1
Audit course	0

Integrated Learning Experiences	
Induction Programme	Non-Credit Course
I&E / Club Activity / Community Initiatives	Non-Credit Course
Shop Floor Immersion	Non-Credit Course
Student-Led Initiative	Non-Credit Course
Special Interest Groups (Placement Training)	Non-Credit Course
Emerging Technology Seminars	Non-Credit Course

Each programme will consist of Basic Science (BS), Engineering Sciences (ES), Professional Core (PC), Programme Electives (PE), Open Electives (OE), Audit Courses and In-House Project / Internships / Fellowships.

1. **Basic Sciences:** This course is common to all programmes to develop fundamental knowledge of science and mathematics; it also enhances the reasoning and analytical skills amongst students.

2. **Engineering Sciences:** Engineering Science shall create awareness of different specializations of engineering studies. The goal of these courses is to create engineers of tomorrow, who possess the knowledge of all disciplines and can apply their interdisciplinary knowledge in every aspect. It could be any branch of engineering - Civil, Computer Science and Engineering, Electrical, Mechanical, etc.

3. **Professional Core:** This includes core courses designed in the programme, which are major courses of the discipline, are required to attain desired outcomes and to ignite critical thinking skills amongst students.

4. **Programme Elective:** This includes elective courses that can be chosen from a pool of courses which may be very specific or specialized or advanced or supportive to the programme of study or nurtures the student's proficiency / skill.

5. **Open Elective:** An elective course chosen generally from another discipline / subject, to seek interdisciplinary exposure is called an open elective. While choosing the electives, students shall ensure that they do not opt for courses with syllabus contents which are similar to that of their departmental core / elective courses.

6. **Audit Courses:** An audit course is one in which the student attends classes, does the necessary assignments and takes exams. The Institute encourages students towards extra learning by auditing for the additional number of courses. The results of audit courses shall not be considered for the prescribed "carry over courses" limit.

7. **Health & Wellness:** This aims to teach students about various aspects of health and fitness, including exercise, nutrition, yoga, mental health, and substance awareness.

8. **Humanities and Social Science:** Basic courses offered across language, communication and social science subjects, including any management skills shall be categorized as Humanities and Social Science.

9. In-House Project / Internships / Fellowships: Every student must do one major project in the Final year of their programme. Students can do their major project in Industry or R&D Lab or in-house or a combination of any two or a fellowship in a reputed organization.

2 (f) - Outcome-Based Education

Outcome-based education aims to create a clear expectation of results that students must achieve. Here, the outcome includes skills, knowledge and attitude. Outcomes inform both the way students are evaluated on a course and the way a course will be organised. Effective learning outcomes are student-centred, measurable, concise, meaningful, achievable and outcome-based (rather than task-based). To identify achievable learning goals and develop plans to meet them, revised Bloom's Taxonomy framework is introduced to allow educators to assess learning on an ongoing basis, encouraging students to reflect on their progress.

All the programmes offered should adopt Outcome Based Education (OBE) in order to enhance the opportunities for the students with respect to their career track (through a student-centric approach). The Programme Outcomes (POs) of the respective programme of study are achieved through the Course Outcomes (COs). Necessary remedial actions are taken at regular intervals to ensure the proper attainment of outcomes by the students. The evaluation procedures outlined are to be followed by the departments before arriving at the data for the outcome attainment analysis.

1. OBE is an approach to education in which the decisions about the curriculum instruction and assessment are driven by the learning outcomes that the students should display at the end of a programme or course.
2. The vision and mission statements are the guiding forces behind an institute / department. The vision statement provides insight into what the department focuses to achieve or become in the future. The mission statement communicates the process involved in achieving the vision. An effective vision statement should be concise, unambiguous, futuristic, and realistic, aspirational, and inspirational. Furthermore, it shouldn't be generic but rather focus on outcomes specific to the department. A good mission statement should focus on the ways to achieve the vision of the department. It should be brief, clear, informative, simple, and direct.
3. Graduate Attributes (GAs) represent the standard abilities to be looked for in a graduate of any diploma programme. They form the Programme Outcomes (POs) that reflect the skills, knowledge, and abilities of diploma graduates regardless of the field of study. At the same time, POs are necessarily independent of disciplinary knowledge; rather, these qualities may be

developed in various disciplinary contexts. POs are composite statements made-up of multiple aspects relevant to a broader outcome like domain knowledge, design, analysis, etc. They also ensure the holistic development of the students by covering aspects like communication, ethics, project management, etc.,

4. Assessments are designed to measure the POs, and POs give useful guidance at the programme level for the curriculum design, delivery, and assessment of student learning. However, they represent fairly high-level generic goals that are not directly measurable. Real observability and measurability of the POs at the course level are very difficult. To connect high-level learning outcomes (POs) with course content, course outcomes and assessments are designed, they are necessary to bring further clarity and specificity to the programme outcomes.
5. For each PO, the skills and competencies implied generally require a different assessment methodology. This helps us to create a shared understanding of the competencies that students want to achieve.
6. Course Outcomes (COs) are specific, measurable statements that help the learners to understand the capabilities to be attained by them at the end of the course. COs should highlight what the learner can attain by studying the course and undergoing the evaluation of outcomes prepared for the same. It includes the knowledge to be gained, skills to be acquired and the application of the same towards solving problems specific to the context. The topics for the course should be decided based on the course outcomes in such a way that the specific topics alone do not map to the specific course outcomes.
7. Revised Bloom's Taxonomy for Assessment Design: It attempts to divide learning into three types of domains (cognitive, affective, and behavioural) and then defines the level of performance for each domain. Conscious efforts to map the curriculum and assessment to these levels can help the programmes to aim for higher-level abilities which go beyond remembering or understanding, and require application, and analysis, evaluation or creation.
8. CO-PO course articulation matrix should indicate the correlation between the CO and PO based on the extent to which the CO contributes to the PO. This is mapped at three levels 1, 2 or 3 representing low, medium and high correlation respectively. This also ensures that every PO is covered across the courses offered as a part of the programme. The matrix will be adopted for all the courses run by the department.
9. The attainment of COs of any course can be assessed from the performance of the students through continuous and final assessments. The goal of continuous assessment is to understand / realise the critical information about student comprehension throughout the learning process and provides an opportunity for the facilitator to improve their pedagogical approach and for students to improve learning outcomes. The goal of the final assessment is to evaluate student learning outcomes at the end of the course instruction.

According to the new regulation, 40% weightage is for the continuous assessment, and 60% weightage is for the final assessment.

10. The PO assessment should be carried out by both direct and indirect assessment. The assessment can be estimated by giving 80% weightage to direct assessment and 20% weightage to indirect assessment. Direct assessment is purely based on CO attainment through the course Assessment Method, and indirect assessment is through the feedback taken from the relevant stakeholders of the system. Indirect assessment can be done in the form of a graduate exit survey where the student is required to answer a questionnaire that reflects their satisfaction with respect to the attainment of POs. The questionnaire should be carefully designed as not to have the POs themselves as direct questions.
11. Each PO attainment corresponding to a specific course can be determined from the attainment values obtained for each course outcome related to that PO and the CO-PO mapping values. The threshold value of 60%, shall be set for the POs and the same can be modified with due approval of the Authorities.
12. The gap identified in the attainment of the COs and POs can be addressed by organising talks from the industry, bridge courses, organising workshops, arranging field visits (industrial visits) with respect to the course, improving the student performance under the innovative teaching- learning process of the institution, etc.,

3. Academic and Curriculum Flexibility

Academic and curriculum flexibility enhance a student's learning experience by providing various options such as adjusting the timeframe of courses, horizontal mobility, interdisciplinary opportunities, and other benefits through curricular transactions. The types of academic and curriculum flexibilities are listed below.

1. Break of Study
2. Course Add / Drop
3. Course Withdrawal
4. Credit Equivalence
5. Credit Transfer
6. Examination Withdrawal
7. Fast-Track Option
8. Flexi-Credit System
9. Bridge Course

3 (a) - Break of Study

If a student intends to take a break / temporarily discontinue the programme in the middle of a semester / year, during the period of study, for valid reasons (such as Internships, accident or hospitalization due to prolonged ill health) and wishes to re-join the programme in the next academic year, student shall intimate stating the reasons.

Break of study is permitted only once during the entire period of the diploma programme for a maximum period of one year. The student is permitted to re-join the programme after the break and shall be governed by the rules and regulations in force, at the time of re-joining. The break shall be notified in the grade sheet. If a student is detained for want (shortage) of attendance or disciplinary issues, the period spent in that semester shall not be considered a permitted Break of Study.

3 (b) - Course Add / Drop

Subject to resource availability, a student has the option to add additional courses within a week after the regular semester begins. Furthermore, a student can drop registered courses before completing the first Continuous Assessment (CA) test in a semester, limited to a maximum of 6 credits. These dropped courses will not be considered as arrears, but the student will need to retake them when they are offered by the institution. In order to carry out these actions, students must obtain permission from the head of the institution, who will then communicate with the Chairman, Autonomous Examination.

3 (c) - Credit Equivalence

It is an option that can be exercised by a student under the following circumstances:

- (i) Credits earned through Extra and Co-Curricular Activities (only against programme core/ programme elective / open elective – Global)
- (ii) Credits earned through online courses (only against Open Electives - Technical and Global and programme electives)
- (iii) Credits accumulated through Capsule courses, One-Credit courses

Such courses and credits earned shall be presented in the Board comprising the Principal, the Head of the department and committee member along with the Equivalent Credit(s).

3 (d) - Credit Transfer

Credits earned by a student through Credit Equivalence (as said above) and credits earned by attending and completing the courses successfully, offered by other approved Universities / Institutions / Professional Bodies (only against Technical and Global Open Electives and programme electives) shall be considered as "Transferred Credits" (specified in the Grade Sheet) and considered for the calculation of CGPA.

3 (e) - Examination Withdrawal

A student may be permitted to withdraw from appearing for the end semester examination in any course or courses for valid reasons (medically unfit / unexpected family situations / sports approved by the Physical Director / HOD / Principal / DoTE). This privilege can be availed ONLY ONCE during the entire programme. Valid documents, for medically unfit / unexpected family situations, shall be submitted by the student within seven days before the commencement of the examination in that course or courses and also recommended by the Head of the Department, approved by the Head of the Institution / Chairman with intimation to DoTE.

Special cases under extraordinary conditions will be considered on the merit of the case if any student applies for withdrawal, notwithstanding the requirement of mandatory seven days' notice. Those students who withdraw from any course or courses during the programme are eligible for the award of first class and first class with distinction as per the requirement in this regard. Withdrawal is permitted for the end semester examinations in the final semester, only if the period of study, the student concerned, does not exceed 1 semester after the regular period of 3 years so that his eligibility for distinction is considered. The final approval for withdrawal will depend on the merit of the case and will be decided by the Head of the Institution.

3 (f) - Fast-Track

This option enables a student to complete the minimum credit requirements of a programme, to enable

- (i) her own entrepreneurial venture (start-up),
- (ii) an internship in industry / research laboratories / fellowship.

This option is currently available for students to complete the two elective papers offered in Semester 6 in advance [Recommended to be completed in Semester 4 or 5] to avail the last semester for internship / fellowship / do his own start-up / enterprise / project outside the campus. However, such an option shall not be

exercised to pursue higher education elsewhere. The duration of the study shall remain the same as per the prescribed syllabi for the fast-track option also.

3 (g) - Flexi-Credit System

It offers a student to earn additional credits than that specified (minimum credits) to a programme for which student has enrolled. Such additional credits earned shall be mentioned in the Grade Sheet, as 'Additional Credits Earned'. Credits earned through Flexi-Credit System shall not be considered for the calculation of SGPA or CGPA.

3 (h) - Bridge Course

This is specifically designed for Lateral Entry (LE) students who join the Diploma Programme in 2nd year (3rd Semester). This course will be a 40 period in which the faculty gives the gist of important topics that the LE students may have missed in the first year of the programme specific to the department concerned.

4. Integrated Learning Experience

Integrated learning experiences encompasses activities that foster the acquisition of disciplinary knowledge, personal and interpersonal skills, and technological proficiency. These experiences promote active engagement in meaningful real-life situations and establish connections between different curricula, co-curricular activities, and extracurricular pursuits across diverse disciplines. Integrated learning experiences are concatenated in the academic curriculum for each semester enabling the students to learn, adapt and transform through experiential learning pedagogy.

This approach enriches the curriculum by incorporating dynamic and up-to-date co-curricular courses and activities that may not be directly aligned with the students' programme of study. It prioritizes the holistic development of students, fostering their growth and well roundedness.

1. Innovation & Entrepreneurship
2. Peer to Peer Learning
3. Growth Lab
4. Shop Floor Immersion
5. Induction Programme
6. Special Interest Groups
7. Club Activity
8. Community Initiatives
9. Emerging Technology Seminars
10. Student Led Initiative
11. Industry-Specific Training

4 (a) - Innovation Track

They are offered to the student, to bring awareness on start-up / entrepreneurial ventures through a series of courses / activities. Based on the inputs gained, students can select their electives, specialisation, capstone project and deferred placement option.

4 (b) - Peer to Peer Learning

P2P learning involves interactions between students from senior classes, leading to valuable additions and deepening the understanding of certain concepts. This may happen as a part of a scheduled time- table or after instructional hours in a day, by Peers (from senior classes), leading to value addition, enriching the understanding of certain concepts and implementing practically (developing models, prototypes, proofs-of-concept) for learning satisfaction, participating in competitions / competitive examinations. These efforts are expected to improve teamwork, communication, understanding of societal needs, project management and life-long learning activities.

4 (c) - Growth Lab

Growth lab plays an integral role to stimulate and develop a student's personality & skills in various fields of life. It also teaches about a growth mind-set to tackle real-world problems and life challenges. It brings self-confidence and empowerment to transform the inter-personality of the student. The process brings the progression to achieve higher goals in life.

4 (d) - Shop Floor Immersion

This introduces new ideas, inspires participants to further explore them on their own or may illustrate and promote actual process practice through seminars, workshops, Industrial Visits etc that results in learning hands-on skills as it gives the students an opportunity to try out new methods and fail in a safe environment.

4 (e) - Induction Programme

It shall be organised to all the students, admitted into first year, to offer the course on Universal Human Value, awareness sessions on campus facilities, academic regulation and curriculum, highlight the culture, values and responsibilities of an Engineer in the Society and the Nation as a whole, besides Institutional infrastructure and facilities and student support systems. Awareness of domain-specific requirements to be organised in the second year of induction.

4 (f) - Special Interest Groups

The training is especially based on the placements on campus. Concepts required for aptitude tests, group discussions, resume building, personal interviews, industry-specific orientation and Business Case Competition are taught to the students.

4 (g) - Club Activity

A small community that attracts people who share the same interests such as music, arts, or sports working on a common goal to develop a sense of unity and teamwork, learning how to work with others in reaching the same goals

4 (h) - Community Initiatives

Community Initiatives involve activities that aim to define values, cultivate empathy, foster social skills, and enhance students' understanding of their community. Through these initiatives, students have the opportunity to build meaningful relationships, gain insights into different perspectives, and engage with diverse cultures. This engagement enables the development of crucial interpersonal skills.

4 (i) - Emerging Technology Seminars

A technical presentation made by the students & the cross-functional Members of the Faculty to showcase the technology adopted in the industry. This collaborative teaching-learning session between the student & the faculty results in a better understanding of the use of technology in various applications.

4 (j) - Student-Led Initiative

A student-led session will help students to acquire and share knowledge on emerging industrial technologies that will comprehend & introduce the emerging technology to the students. This includes student-led Tech talk series & other initiatives.

4.(k) - Industry Specific Training

Gaining information about the industry's way of working and understanding the process. This enables one to understand the various non-technical skills & competencies required for the transformation from a student to a professional.

A student is ordinarily expected to complete the Diploma programme in 6 semesters (for SSLC students) and four semesters (for Lateral Entry students) but in any case, not more than 12.

5. Duration of the Programme

Semesters for SSLC (or equivalent) students and not more than 10 semesters for Lateral Entry students.

- ❖ Each semester shall normally consist of 16 weeks with periods of 50 minutes each. The Head of the Institution shall ensure that every faculty imparts instruction as per the number of periods specified in the syllabus and that the faculty teaches the full content of the specified syllabus for the course being taught.
- ❖ The Head of the Institution may conduct additional classes for improvement, special coaching, conduct model tests etc., over and above the specified periods.
- ❖ The End Semester Examination will normally follow immediately after the last working day of the semester as per the academic schedule prescribed from time to time.
- ❖ The total period for completion of the programme from the commencement of the first semester to which the student was admitted shall not exceed the maximum period specified irrespective of the period of break of study in order that student may be eligible for the award of the diploma. The minimum and maximum period of study shall be:

Diploma programme	Min. Period	Max. Period
Full Time	3 Years	6 Years
Full Time [Lateral Entry]	2 Years	5 Years

6. Attendance Requirements

- ❖ A student who has fulfilled the following conditions shall be deemed to have satisfied the requirements for completion of a semester.
- ❖ Ideally every student is expected to attend all classes of all the courses and secure 100% attendance.
- ❖ However, in order to make provision for certain unavoidable reasons such as medical / participation in sports, the student is expected to attend at least 75% of the classes.

- ❖ Therefore, the student shall secure not less than 75% (after rounding off to the nearest integer) of overall attendance for each semester.
- ❖ However, a student who secures overall attendance between 65% and 74% in the current semester due to medical reasons (prolonged hospitalization / accident / specific illness) / participation in sports events may be permitted to appear for the current semester examinations, subject to the condition that the student shall submit the medical certificate / sports participation certificate attested by the Head of the Institution.
- ❖ Students who secure less than 65% overall attendance shall not be permitted to write the end semester examination and not permitted to move to the next semester. They are required to repeat the incomplete semester in the next academic year, as per the norms prescribed.
- ❖ Students who have earned more than 50% attendance but fall short of the basic requirement of 65% attendance (in all subjects of the current semester put together) shall be permitted to proceed to the next semester, only one time during the course of study by considering all the papers in that current semester as absent and to complete the programme of study. For such students by default, the classification of class shall be second class on successful passing of course.

7. Class Committee

Every class shall have a class committee consisting of faculty of the class concerned, student representatives and a chairperson, who is not teaching the class. It is like the 'Quality Circle' (more commonly used in industries) with the overall goal of improving the teaching learning process. The functions of the class committee include:

- ❖ Solving problems experienced by students in the classroom and in the laboratories. Clarifying the regulations of the diploma programme and the details of rules therein.
- ❖ Informing the student representatives, the academic schedule including the dates of assessments and the syllabus coverage for each assessment.
- ❖ Informing the student representatives, the details of regulations regarding weightage used for each assessment. In the case of practical courses (laboratory / drawing / project work / seminar etc.) the breakup of marks for each experiment / exercise / module of work, should be clearly discussed in the class committee meeting and informed to the students.

- ❖ Analysing the performance of the students of the class after each test and finding the ways and means of solving problems, if any.
- ❖ Identifying the slow learners, if any, and requesting the faculty concerned to provide some additional help or guidance or coaching to such students. The class committee for a class under a particular branch is normally constituted by the Head of the Department. However, if the students of different branches are mixed in a class (like the first semester which is generally common to all branches), the class committee is to be constituted by the Head of the Institution.
- ❖ The class committee shall be constituted within the first week of each semester. At least 4 student representatives shall be included in the class committee, covering all the elective courses.
- ❖ The chairperson of the class committee may invite the class adviser(s) and the Head of the Department to the class committee meeting.
- ❖ The Head of the Institution may participate in any class committee meeting of the institution.
- ❖ The chairperson is required to prepare the minutes of every meeting, submit the same to the Head of the Institution within two days of the meeting and arrange to circulate it among the students and faculty concerned. If there are some points in the minutes requiring action by the management, the same shall be brought to the notice of the Head of the Institution.
- ❖ The first meeting of the class committee shall be held within one week from the date of commencement of the semester, in order to inform the students about the nature and weightage of assessments within the framework of the regulations.
- ❖ Two or three subsequent meetings may be held in a semester at suitable intervals.
- ❖ During these meetings the student members representing the entire class, shall meaningfully interact and express the opinions and suggestions of the other students of the class in order to improve the effectiveness of the teaching-learning process.

7 (a) - Course Committee for Common Courses

Each common theory course offered to more than one discipline or group, shall have a "Course Committee" comprising all the faculty teaching the common course with one of them nominated as the course coordinator. The nomination of the course coordinator shall be made by the Head of the Department / Head of the Institution depending upon whether all the faculty teaching the common course belong to a single department or to several departments. The 'Course Committee' shall meet in order to arrive at a common scheme of evaluation for the test and shall ensure a uniform evaluation of the tests. Wherever feasible, the Course Committee may also prepare a common question paper for the internal assessment test(s).

8. Assessment and Examination

- ❖ Performance in each course of study shall be evaluated for a maximum of 100 marks based on one of the following:

8.(a) Continuous Assessment [40%]:

- ❖ Every subject shall have its own framework for continuous assessment designed by the course committee and approved by the academic board as part of the curriculum. The continuous assessment shall be awarded as per the assessment proposed in the respective syllabi.
- ❖ For one credit courses and Advanced Skill Certification programmes, no end semester examination shall be conducted, and final grade will be awarded based on continuous assessment for 100 marks.
- ❖ Continuous assessment shall be carried out for 40 marks as mentioned below.
- ❖ Table for theory papers and practicum papers with end exam theory.

ASSESSMENT FOR THEORY PAPERS				
Assessment	Duration	Portions covered	Mark allocation	Reduced to
CAT 1	2 Periods	UNITS I & II	30 Marks 1 Mark Questions (10) -> 10 Marks 10 Mark Questions (2 out of 4) -> 20 Marks	15 Marks
CAT 2	2 Periods	UNITS III & IV	30 Marks 1 Mark Questions (10) -> 10 Marks 10 Mark Questions (2 out of 4) -> 20 Marks	15 Marks
CAT 3 (OR)	1 Period	UNIT V	15 Marks 1 Mark Questions (5) -> 5 Marks 10 Mark Questions (1 out of 2) -> 10 Marks	10 Marks
SEMINAR	During the semester	Subject / General		
Total				40 Marks

ASSESSMENT FOR PRACTICUM PAPERS WITH END EXAMINATION THEORY				
Assessment	Duration	Portions covered	Mark allocation	Reduced to
CAT 1	2 Periods	UNITS I & II	30 Marks 1 Mark Questions (10) ->10 Marks 10 Mark Questions (2out of 4) ->20 Marks	15 Marks
		UNITS I & II and Activity	30 Marks Theory ->18 Marks Activity ->12 Marks	
CAT 2	2 Periods	UNITS III & IV	30 Marks 1 Mark Questions (10) ->10 Marks 10 Mark Questions (2out of 4) ->20 Marks	15 Marks
		UNITS III & IV and Activity	30 Marks Theory ->18 Marks Activity ->12 Marks	
PRACTICALS	2 Periods	All Experiments	60 Marks	10 Marks
(OR) CAT 3	1 Period	UNIT V And Activity	15 Marks Theory ->10 Marks Activity ->5 Marks	
Total				40 Marks

- ❖ For practical papers and practicum papers with end exam practicals, continuous assessment shall be carried out for 40 marks. Each department is given flexibility to determine and implement its own assessment pattern for 40 marks based on the nature and requirements of their respective courses.

8.(b) End Semester Examination [60%]:

- ❖ The End Semester Examination will be conducted for 60 marks.
- ❖ The End Semester Examinations (Theory, Practical, Project) will be conducted for a duration of 150 minutes.
- ❖ For theory papers except **Accountancy Papers** and practicum papers with end examination theory, the question paper will consist of two parts – Part (A) and Part (B). Part (A) carries a total of 30 marks and will have Multiple Choice Questions (MCQs), True or False questions, Match the following, Image based Multiple Choice Questions covering all the five units. Part (B) carries a total of 30 marks and students are required to answer 3 questions out of 6 questions. The six questions will be distributed across five units with each unit contributing at least one question and no unit can have more than two questions.
- ❖ For **Accountancy Papers**, the question paper will consist of two parts – Part (A) and Part (B). Part (A) carries a total of 15 marks and students are required to answer any 3 questions out of 6 questions. The six questions will be distributed across five units with each unit contributing at least one question and no unit can have more than two questions. Part (B) carries a total of 45 marks and students are required to answer any 3 questions out of 6 questions. The six questions will

be distributed across five units with each unit contributing at least one question and no unit can have more than two questions.

- ❖ For Practicum courses, the end semester examination will be conducted as a theory or a practical or a project examination based on the credits for each component, the decision on the mode of exam could be based on the recommendation by the internal committee duly forwarded and approved by Head of the Institution.
- ❖ Every practical exercise/experiment shall be evaluated based on conduct of exercise / experiment and records to be maintained. The students shall submit a record work duly completed and signed by faculty in charge and the Head of the Department.
- ❖ For the Final Year project work (in-house / Industry), the Department will constitute a committee consisting of head of the department and internal guide to monitor the progress of the project (online/offline) and conduct reviews regularly.
- ❖ The final examination for project work will be evaluated based on the final report submitted by the project group (of not exceeding four students), and the viva voce by an external examiner.
- ❖ The split up of marks for Internal and End Semester Viva Voce can follow the below mentioned rubrics.

Internal Mark (40 Marks)			End Semester (60 Marks)		
Review 1 (10 Marks)	Review 2 (15 Marks)	Review 3 (15 marks)	Record / report writing (20 Marks)	Presentation (20 Marks)	Viva Voce (20 Marks)
Committee: 10 Marks	Committee: 15 Marks	Committee: 15 Marks	Examiners:20	Examiners:20	Examiners: 20

- ❖ Students who are unable to complete the project work at the end of the semester can apply for an extension to the Head of the Department, with the recommendation from the project guide for a period of a maximum of one month. For those students who extend the project work for one month, Viva Voce will be carried out and results will be declared separately. If the project report is not submitted even beyond the extended time, then students are not eligible to appear for Project Viva Voce Examination.

- ❖ The performance of each student in the project group would be evaluated in a viva voce examination conducted by a committee consisting of an external examiner and the Department project coordinator as an internal examiner.
- ❖ If a student indulges in malpractice in any of the End Semester Examination / Internal Examinations, student will be liable for punitive action as prescribed by the college from time to time.

9. Pass Requirement for Award of Diploma

- ❖ A student who secures not less than 40% of total marks prescribed for the course [Internal Assessment + End semester Examinations] with a minimum of 40% of the marks prescribed for the end semester examination (Minimum Marks to be secured in end semester exam is 24 marks out of 60 marks for Theory Papers) shall be declared to have passed the course and acquired the relevant number of credits. This is applicable for theory subjects.
- ❖ A student who secures not less than 50% of total marks prescribed for the course [Internal Assessment + End semester Examinations] with a minimum of 50% of the marks prescribed for the end semester examination (Minimum Marks to be secured in end semester exam is 30 marks out of 60 marks for Practical Papers), shall be declared to have passed the course and acquired the relevant number of credits. This is applicable for practical subjects.
- ❖ No Minimum marks for continuous assessment (Internal).
- ❖ If a student fails to secure a pass in a theory course / laboratory course / elective course the student shall register and appear only for the end semester examination in the subsequent semester. In such cases, the internal assessment marks obtained by the student in the first appearance shall be retained and considered valid for all subsequent attempts till the student secures a pass.
- ❖ However, if a supplementary student fails to obtain pass marks (Internal Assessment + End Semester Examination), then the student shall be declared to have passed the examination if the student secures a minimum of 40% marks in theory examinations and 50% marks in Practical while appearing in the supplementary examinations.

- ❖ If any other Elective course is opted by the student, the previous registration is cancelled and henceforth it is to be considered as a new Elective course. The student has to register and attend the classes, earn the continuous assessment marks, fulfil the attendance requirements and appear for the end semester examination.
- ❖ If a student is absent during the viva - voce examination, it would be considered a failure. If a student fails to secure a pass in Project Work, the student shall be considered as supplementary student, and she should reappear for the next examination.
- ❖ A student can apply for getting the copy of her manuscripts of semester examination (theory course only), as per the guidelines of the Autonomous Examinations cell (AE) on payment of a prescribed fee along with prescribed application through the Head of the Institution.
- ❖ A student can apply for revaluation directly or after getting the copy of her manuscripts of semester examination (theory course only), as per the guidelines of the Autonomous Examinations cell (AE) on payment of a prescribed fee along with prescribed application through respective department and the Head of the Institution.
- ❖ The AE cell will arrange for the revaluation process and the results will be intimated to the student concerned through Notice Board. Revaluation is not permitted for laboratory courses and projects.

10. Award of Grades

- ❖ The award of letter grades will be decided using relative grading principle. The performance of a student will be reported using letter grades, each carrying certain points as detailed below:

Letter Grade	Grade Points*	Marks
S (Outstanding)	10	91-100
A (Excellent)	9	81-90
B (Very Good)	8	71-80
C (Good)	7	61-70
D (Average)	6	51-60
E (Satisfactory)	5	40-50
RA (Re-Appearence)	0	< 40
SA (Shortage of Attendance)	0	0
MP (Malpractice)	-	-
WH (withheld)	-	-
W (Withdrawal)	-	-
AB (Absent)	-	-

A student is deemed to have passed and acquired the corresponding credits in a particular course if the student obtains any one of the following grades: 'S', 'A', 'B', 'C', 'D', 'E'.

'SA' denotes shortage of attendance and hence prevents students from writing the end semester examinations.

"RA" denotes that the student has failed to pass in that course. "W" denotes withdrawal from the exam for the particular course. The grades RA and W will figure in the Grade Sheet. In both cases, the student has to appear for the end semester examinations as per the regulations.

If the grade RA is given to Theory Courses / Laboratory Courses, it is not required to satisfy the attendance requirements but has to appear for the

end semester examination and fulfil the norms to earn a pass in the respective courses.

If the grade RA is given to courses which are evaluated only through internal assessment, the student shall register for the course again in the subsequent semester, fulfilling the norms as to earn a pass in the course. However, attendance requirements need not be satisfied.

For the Audit Course and Integrated Learning Experience, on its successful completion a 'completed' certificate will be issued by the Head of the Institution. Every student needs a minimum of 75% attendance in the Audit / Integrated Learning experience compulsorily. However, for valid reasons, the Head of the Institution may permit a student to exempt / complete this requirement in the subsequent years. Successful completion of these courses is compulsory for the award of degree. These courses will be monitored by the Head of the respective departments and Chairman. The grades S, A, B, C, D, E obtained for the one / two credit course (not the part of curriculum) shall figure in the Grade Sheet under the title 'Value Added Courses/Internship/Industrial training'.

The courses for which the grades obtained are SA will not figure in the Grade Sheet.

10 (a) - Grade Sheet

After results are declared, Grade Sheets will be issued to each student which will contain the following details: The college in which the student has studied, the list of courses registered during the semester and the grade scored. The Grade Point Average (GPA) for the semester and the Cumulative Grade Point Average (CGPA) of all courses enrolled from the first semester onwards. GPA for a semester is the ratio of the sum of the products of the number of credits acquired for courses and the corresponding points to the sum of the number of credits acquired for the courses in the semester. CGPA will be calculated in a similar manner, considering all the courses registered from the first semester. RA grades will be excluded for calculating GPA and CGPA.

$$\text{GPA / CGPA} = \frac{\sum_{i=1}^n C_i GP_i}{\sum_{i=1}^n C_i}$$

where, C_i is the number of Credits assigned to the course, G_{P_i} is the point corresponding to the grade obtained for each course and n is number of all courses successfully cleared during the particular semester in the case of GPA and during all the semesters in the case of CGPA.

11. Award of Diploma

A student shall be declared to be eligible for the award of the Diploma provided the student has,

- ❖ Successfully gained the required number of total credits as specified in the curriculum corresponding to the student's programme within the stipulated time.
- ❖ Successfully completed the course requirements, appeared for the end semester examinations and passed all the subjects within the period as prescribed.
- ❖ Successfully passed any additional courses prescribed by the autonomous examination council whenever the student is readmitted under Regulations 2024 from the earlier regulations.
- ❖ Successfully completed the Integrated Learning Experience requirements.
- ❖ No disciplinary action pending against the student.
- ❖ The award of Diploma must have been approved by the Autonomous Examinations Council.

12. Classification of Diploma Awarded

12 (a) - FIRST CLASS WITH DISTINCTION

A student who satisfies the following conditions shall be declared to have passed the examination in First class with Distinction:

- ❖ Should have passed the examination in all the courses of all the six semesters (4 semesters in the case of Lateral Entry) in the student's First Appearance. The duration of the programme shall be extended up to one additional semester in case of any withdrawals from end semester examination. Withdrawal from examination will not be considered as an appearance.
- ❖ Should have secured a CGPA of not less than 8.50.

- ❖ One-year authorized break of study (if availed of) shall be permitted within the four- year period (three years in the case of lateral entry) for award of First class with Distinction.
- ❖ The students should NOT have been prevented from writing the end semester examination due to lack of attendance in any semester.

12 (b) - FIRST CLASS: A student who satisfies the following conditions shall be declared to have passed the examination in First class:

- ❖ Should have passed the examination in all the courses in all six semesters (4 semesters in the case of Lateral Entry). The duration of the programme shall be extended upto one additional semester in case of any withdrawals from end semester examination. Withdrawal from examination will not be considered as an appearance.
- ❖ One-year authorized break of study (if availed of) or prevention from writing the end semester examination due to lack of attendance (if applicable) shall be provided with the duration of four years (three years in the case of lateral entry) for award of First class.

Should have secured a CGPA of not less than 6.50.

12.(c) - SECOND CLASS: All other students who qualify for the award of the degree shall be declared to have passed the examination in Second Class.

13. Discipline

Every student is expected to maintain disciplined and respectable behaviour both within and outside the college premises, refraining from engaging in any activities that may tarnish the reputation of the college.

The Head of the Institution shall constitute a disciplinary committee consisting of the Head of the Institution, Two Heads of Department of which one should be from the faculty of the student, to enquire into acts of indiscipline and notify the authorities about the disciplinary action recommended for approval.

In case of any serious disciplinary action which leads to suspension or dismissal, then a committee shall be constituted. If a student indulges in malpractice in any of the end semester examinations, student shall be liable for punitive action as prescribed by the Autonomous Examination Council from time to time. For any malpractices in any continuous assessment, the same shall be reported to the Head of the Institution for disciplinary actions.

14. Revision of Regulation, Curriculum and Syllabi

The Autonomous board may from time-to-time revise, amend or change the regulations, curriculum, syllabus and scheme of examinations through the Leadership Committee with the approval of the Board.

Regulation 2024 Program Structure

Diploma in Commercial Practice

Program Outcomes (PO's)

POs are statements that describe what students are expected to know and be able to do upon graduating from the program. These relate to the skills, knowledge, analytical ability, attitude, and behavior that students acquire through the program.

The POs essentially indicate what the students can do from subject-wise knowledge acquired by them during the program. As such, POs define the professional profile of a diploma graduate.

NBA has defined the following seven POs for a diploma graduate:

PO1: Basic and Discipline-specific knowledge: Apply knowledge of basic Commerce, Management, Economics, Typewriting, Shorthand, Business Mathematics and Computer Technology fundamentals and specialization to solve the Commercial and Managerial problems.

PO2: Problem analysis: Identify and analyze well-defined Commercial and Managerial problems using established standard methods.

PO3: Design/ development of solutions: Design solutions for well-defined problems and assist with the design of systems components or processes to meet specified needs.

PO4: Tools, Experimentation, and Testing: Apply modern subject specific tools and appropriate technique to conduct tests and measurements.

PO5: Practices for society, sustainability and environment: Apply appropriate technology in the context of society, sustainability, environment and ethical practices.

PO6: Project Management: Use management principles individually, as a team member or as a leader to manage projects and effectively communicate about well-defined activities.

PO7: Life-long learning: Ability to analyze administrative needs and engage in updating in the context of Business environmental changes.

PROGRAMME SPECIFIC OUTCOMES (PSOs)

PSOs are statements that describe what diploma students are expected to achieve specifically within their field of study by the end of the program. These outcomes focus on the application of subject-specific knowledge, technical expertise, and practical competencies acquired throughout the curriculum to address professional and real-world challenges.

PSOs essentially reflect the specialized abilities that enable students to perform specific tasks and solve real-world problems related to their discipline. As such, PSOs define the technical expertise and job-specific profile of a diploma holder in a particular branch of study.

For the Diploma in Commercial Practice program, the following PSOs are defined:

PSO 1: Proficiency in Accounting and Financial Management

Acquire comprehensive knowledge and practical skills in financial accounting, cost accounting, corporate accounting, and computerized accounting systems, enabling effective management of financial transactions, preparation of financial statements, and analysis of financial performance in business environments.

PSO 2: Competence in Office Administration and Business Technology

Develop professional skills in office automation tools, typewriting (English), desktop publishing, and web design, along with exposure to business correspondence and communication, ensuring capability to efficiently handle administrative and technological operations in modern business offices.

PSO 3: Employability and Entrepreneurial Readiness

Demonstrate practical business knowledge in commerce, management principles, banking, taxation, and economics, coupled with advanced skill certifications, internships, and industry immersion programs, preparing for employment in commercial sectors or for initiating and managing entrepreneurial ventures.

PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

Programme Educational Objectives (PEOs) are broad statements that define the expected career and professional accomplishments of individuals who have completed the Diploma in Commercial Practice within three to five years. These objectives emphasize the application of technical knowledge, practical skills, and professional competencies acquired during the program to effectively perform in

PEO 1: Strong Foundation in Commerce and Accounting

To build a strong theoretical and practical foundation in commerce, financial accounting, cost accounting, corporate accounting, and computerized accounting systems, enabling effective handling of accounting and financial operations in business organizations.

PEO 2: Proficiency in Office Administration and Business Technology

To develop competence in office automation tools, typewriting, desktop publishing, web designing, and business correspondence, ensuring efficiency in administrative tasks and adaptability to evolving technological environments in modern offices.

PEO 3: Professional Development and Industry Exposure

To equip learners with banking knowledge, management principles, taxation laws, and economics, along with practical exposure through industrial training, shop floor immersion, skill certifications, and internships, preparing them for employment in diverse commercial sectors.

PEO 4: Entrepreneurial Skills and Lifelong Learning

To foster entrepreneurial mindset, communication skills, analytical ability, and adaptability, encouraging participation in innovation & entrepreneurship activities, student-led initiatives, and emerging technology seminars, leading to lifelong learning and self-employment opportunities.

Credit Distribution

Semester	No of Courses	Periods	Credits
Semester I	8	640	20
Semester II	9	640	20
Semester III	7	640	20
Semester IV	7	640	20
Semester V	8	640	21
Semester VI	4	645	19
Total			120

**GOVERNMENT OF TAMIL NADU
DEPARTMENT OF TECHNICAL EDUCATION
DIPLOMA IN COMMERCIAL PRACTICE
REGULATION 2024**

Semester I

	Course Category	Course Type	Code	Course Title	L-T-P	Period	Credit	End Exam
1	Humanities & Social Science	Theory	BEH101	Tamil Marabu	2-0-0	30	2	Theory
2	Program Core	Theory	CPH101	Elements of Commerce and Business Organisation	4-0-0	60	4	Theory
3	Program Core	Theory	CPH102	Financial Accounting - I	4-1-0	75	5	Theory
4	Program Core	Practicum	CPH173	Typewriting – English – Level I	0-0-4	60	2	Practical
5	Humanities & Social Science	Practicum	BEH171	Communicative English I	1-0-2	45	2	Practical
6	Program Core	Practical	CPH174	Office Automation - Lab I	1-0-3	60	2	Practical
7	Program Core	Practical	CPH175	Practical Accounting - I	0-0-2	30	1	Practical
8	Open Elective	Advanced Skill Certification	ASH191	Basic English for Employability	0-0-4	60	2	Practical
9	Humanities & Social Science	Integrated Learning Experience	-	Growth Lab	-	15	0	
10	Audit Course	Integrated Learning Experience	-	Induction Program - I	-	40	0	-
11	Audit Course	Integrated Learning Experience	-	I&E/ Club Activity/ Community Initiatives	-	30	0	-
12	Audit Course	Integrated Learning Experience	-	Shop floor Immersion	-	8	0	-
13	Audit Course	Integrated Learning Experience	-	Health & Wellness	-	30	0	-
14	Audit Course	Integrated Learning Experience	-	Student-Led Initiative	-	22	0	-
	Total					565	20	

Note: Test & Revisions:60 Periods|LibraryHours:15 Periods.

Semester II

S. No.	Course Category	Course Type	Code	Course Title	L–T–P	Period	Credit	End Exam
1	Humanities & Social Science	Theory	BEH201	Tamils and Technology	2-0-0	30	2	Theory
2	Program Core	Theory	CPH201	Banking	3-0-0	45	3	Theory
3	Program Core	Theory	CPH202	Financial Accounting-II	3-1-0	60	4	Theory
4	Program Core	Practicum	CPH273	Typewriting GTE Eng Pre-Junior	0-0-4	60	2	Practical
5	Program Core	Practical	CPH274	Python Programming	0-0-4	60	2	Practical
6	Basic Science	Practical	CPH275	Office Automation Lab – II	0-0-4	60	2	Practical
7	Program Core	Practical	CPH276	Practical Accounting II	0-0-2	30	1	Practical
8	Humanities & Social Science	Practicum	BEH271	Communicative English – II	1-0-2	45	2	Practical
9	Open Elective	Advance Skill Certification	ASH292	Advance Skill Certification – II	1-0-2	45	2	NA
10	Humanities & Social Science	Integrated Learning Experience	**	Growth Lab	**	30	0	**
11	Audit Course	Integrated Learning Experience	**	I&E / Club Activity / Community Initiatives	**	30	0	**
12	Audit Course	Integrated Learning Experience	**	Emerging Technology Seminars	**	08	0	**
13	Audit Course	Integrated Learning Experience	**	Shop Floor Immersion	**	08	0	**
14	Audit Course	Integrated Learning Experience	**	Health & Wellness	**	30	0	**
15	Audit Course	Integrated Learning Experience	**	Student – Led Initiative	**	24	0	**
Total						565	20	

Note: Test & Revisions - 60 Periods / Library Hours - 15 Periods

Semester III

S. No.	Course Category	Course Type	Code	Course Title	L–T–P	Period	Credit	End Exam
1	Humanities & Social Science	Practicum	CPH301	English	3-0-0	45	3	Practical
2	Program Core	Theory	CPH302	Financial Accounting-III	4-0-0	60	4	Theory
3	Program Core	Practicum	CPH373	Business Statistics	2-0-2	60	3	Practical
4	Program Core	Practicum	CPH374	TW GTE English Junior Paper -I	1-0-4	75	3	Practical
5	Program Core	Practical	CPH375	Desktop Publishing – Lab	0-0-4	60	2	Practical
6	Program Elective			Elective – I	2-0-2	60	3	
7	Open Elective	Advance Skill Certification	ASH393	Advance Skill Certification – III	2-0-2	60	2	NA
8	Humanities & Social Science	Integrated Learning Experience		Growth Lab	**	45	0	**
9	Audit Course	Integrated Learning Experience		Induction Program – II	**	16	0	**
10	Audit Course	Integrated Learning Experience		I&E / Club Activity / Community Initiatives	**	16	0	**
11	Audit Course	Integrated Learning Experience		Shop Floor Immersion	**	08	0	**
12	Audit Course	Integrated Learning Experience		Student – Led Initiative	**	22	0	**
13	Audit Course	Integrated Learning Experience		Emerging Technology Seminars	**	8	0	**
14	Audit Course	Integrated Learning Experience		Health & Wellness	**	30	0	
Total						565	20	

Note: Note: Test & Revisions - 60 Periods / Library Hours - 15 Periods

Elective – I

S. No.	Course Category	Course Type	Code	Course Title	L–T–P	Period	Credit	End Exam
1	Program Elective	Practical	CPH386	Web Designing Lab	2-0-2	60	3	Practical
2	Program Elective	Practicum	CPH387	Shorthand Theory- I	2-0-2	60	3	Practical

Semester IV

S. No.	Course Category	Course Type	Code	Course Title	L–T–P	Period	Credit	End Exam
1	Program Core	Theory	CPH401	Principles of Management	4-0-0	60	4	Theory
2	Program Core	Theory	CPH402	Financial Accounting- IV	4-0-0	60	4	Theory
3	Program Core	Practicum	CPH473	Income Tax Law and Practice-I	0-0-4	60	2	Practical
4	Program Core	Practicum	CPH474	TW – GTE English – Junior – Paper- II	1-0-4	75	3	Practical
5	Program Core	Practical	CPH475	Computerised Accounting Lab- I	1-0-2	45	2	Practical
6	Program Elective			Elective – II	2-0-2	60	3	
7	Open Elective	Advance Skill Certification	ASH494	Advance Skill Certification – IV	2-0-2	60	2	NA
8	Humanities & Social Science	Integrated Learning Experience		I&E / Club Activity / Community Initiatives	**	40	0	**
9	Audit Course	Integrated Learning Experience		Shop Floor Immersion	**	8	0	**
10	Audit Course	Integrated Learning Experience		Student – Led Initiative	**	22	0	**
11	Audit Course	Integrated Learning Experience		Emerging Technology Seminars	**	15	0	**
12	Audit Course	Integrated Learning Experience		Health & Wellness	**	30	0	**
13	Audit Course	Integrated Learning Experience		Special Interest Groups (Placement Training)	**	30	0	**
Total						565	20	

Note: Test & Revisions: 60 Periods | Library Hours: 15 Periods

Elective – II

S. No.	Course Category	Course Type	Code	Course Title	L–T–P	Period	Credit	End Exam
1	Program Elective	Practical	CPH486	RDBMS Lab	2-0-2	60	3	Practical
2	Program Elective	Practicum	CPH487	Shorthand Theory - II	2-0-2	60	3	Practical

Semester V

S. No.	Course Category	Course Type	Code	Course Title	L–T–P	Period	Credit	End Exam
1	Program Core	Theory	CPH501	Corporate Accounting	4-0-0	60	4	Theory
2	Program Core	Theory	CPH502	Cost Accounting	4-0-0	60	4	Theory
3	Program Core	Practicum	CPH573	Income Tax Law and Practice-II	0-0-4	60	2	Practical
4	Program Core	Practicum	CPH574	TW – GTE English – Senior – Paper - I	0-0-4	60	2	Practical
5	Program Core	Practical	CPH575	Computerised Accounting Lab -II	0-0-4	60	2	Practical
6	Program Elective			Elective–III	2-0-2	60	3	
7	Project/Internship	Internship	CPH576	Industrial Training * (Summer Vacation – 90 Hours)	-	0	2	Project
8	Open Elective	Advance Skill Certification	ASH595	Advance Skill Certification – V	2-0-2	60	2	NA
9	Audit Course	Integrated Learning Experience		Induction Program-III	**	15	0	**
10	Audit Course	Integrated Learning Experience		I&E / Club Activity / Community Initiatives	**	30	0	**
11	Audit Course	Integrated Learning Experience		Student – Led Initiative	**	30	0	**
12	Audit Course	Integrated Learning Experience		Health & Wellness	**	30	0	**
13	Audit Course	Integrated Learning Experience		Special Interest Groups (Placement Training)	**	40	0	**
Total						565	21	

Note: Test & Revisions - 60 Periods/ Library – 15 Periods

* Internship shall be offered in the summer break between 4th and 5th semester followed by a review and award of credits in the 5th semester

Elective – III

S. No.	Course Category	Course Type	Code	Course Title	L–T–P	Period	Credit	End Exam
1	Program Elective	Practicum	CPH587	Practical Auditing	2-0-2	60	3	Practical
2	Program Elective	Practicum	CPH588	Shorthand – Speed (60 WPM)	2-0-2	60	3	Practical

Semester VI

S. No.	Course Category	Course Type	Code	Course Title	L–T–P	Period	Credit	End Exam
1	Program Core	Theory	CPH601	Principles of Economics	4-0-0	60	4	Theory
2	Program Core	Practicum	CPH672	TW GTE English Senior Paper-II	0-0-4	60	2	Practical
3	Program Core	Practicum		Elective – IV	1-0-4	75	3	Practical
4	Open Elective	Internship / Survey Project / Theory		Pathway		450	10	
Total						645	19	

Note:

1. Test & Revisions - 20 Periods
2. For all semesters, the type of End Semester examination for practicum subjects is based on the higher credits towards the theory or practical component of the respective course.
3. Some of the audit courses are non-credited but compulsory courses that are a part of the program initiative and the implementation process has to be recorded.
4. 1 Credit for Projects is equivalent to 45 periods for projects/internships/fellowship
5. Electives 3&4 are considered as Open Elective provisioning the option for students to take courses from other departments also if suitable with approval from the Head of the Institution.

Elective – IV

S. No.	Course Category	Course Type	Code	Course Title	L–T–P	Period	Credit	End Exam
1	Program Elective	Practicum	CPH683	Business Correspondence	1-0-4	75	3	Practical
2	Program Elective	Practicum	CPH684	Shorthand – GTE Speed (80 WPM)	1-0-4	75	3	Practical

Open Elective (Pathway)

S. No.	Course Category	Course Type	Code	Course Title	L–T–P	Period	Credit	End Exam
A	Open Elective	Theory	CPH695	Human Resources Management	4-1-0	75	4	Theory
		Theory	CPH696	Business Law	4-1-0	75	4	Theory
		Theory	CPH697	Entrepreneurship	3-0-0	45	2	Theory
(Or)								
B	Open Elective	Internship	CPH698	In House Internship		450	10	Internship
(Or)								
C	Open Elective	Project	CPH699	Survey Project		450	10	Project

I YEAR

SYLLABUS

I SEMESTER

**GOVERNMENT OF TAMIL NADU
DEPARTMENT OF TECHNICAL EDUCATION
DIPLOMA IN COMMERCIAL PRACTICE
REGULATION 2024**

	Course Category	Course Type	Code	Course Title	L-T-P	Period	Credit	End Exam
1	Humanities & Social Science	Theory	BEH101	Tamil Marabu	2-0-0	30	2	Theory
2	Program Core	Theory	CPH101	Elements of Commerce and Business Organisation	4-0-0	60	4	Theory
3	Program Core	Theory	CPH102	Financial Accounting - I	4-1-0	75	5	Theory
4	Program Core	Practicum	CPH173	Typewriting – English – Level I	0-0-4	60	2	Practical
5	Humanities & Social Science	Practicum	BEH171	Communicative English I	1-0-2	45	2	Practical
6	Program Core	Practical	CPH174	Office Automation - Lab I	1-0-3	60	2	Practical
7	Program Core	Practical	CPH175	Practical Accounting - I	0-0-2	30	1	Practical
8	Open Elective	Advanced Skill Certification	ASH191	Basic English for Employability	0-0-4	60	2	Practical
9	Humanities & Social Science	Integrated Learning Experience	-	Growth Lab	-	15	0	
10	Audit Course	Integrated Learning Experience	-	Induction Program - I	-	40	0	-
11	Audit Course	Integrated Learning Experience	-	I&E/ Club Activity/ Community Initiatives	-	30	0	-
12	Audit Course	Integrated Learning Experience	-	Shop floor Immersion	-	8	0	-
13	Audit Course	Integrated Learning Experience	-	Health & Wellness	-	30	0	-
14	Audit Course	Integrated Learning Experience	-	Student-Led Initiative	-	22	0	-
	Total					565	20	

Note: Test & Revisions:60 Periods|LibraryHours:15 Periods.

BEH101	தமிழர் மரபு TAMIL MARABU	L	T	P	C
Theory		2	0	0	2

Introduction

This course provides an opportunity for students who have Tamil as their mother tongue and for students from other states to have multifold outcomes. Learning in the mother tongue is a key factor for inclusion and quality learning, and it also improves learning outcomes and academic performance. This is crucial, for appreciation of Tamil as a language and as a culture. It fosters mutual understanding and respect for one another and helps preserve the wealth of cultural and traditional heritage that is embedded in Tamil language around the world.

Course Objectives

The objectives of this course is to enable the student to:

1. Appreciate Tamil art, culture and literature.
2. Learn the history and culture of Tamil language.
3. Relate to various art forms and their relevance to development
4. Acknowledge the rich heritage and significant achievements of the Tamilians.
5. Appreciate the contribution of Tamilians to nation building

Course Outcomes

After successful completion of this course, the students will be able to:

CO1: Understand the significance of Tamil as a classical language.

CO2: Relate the art and culture in Tamil language.

CO3: Explain the importance of music, dance and martial arts that were derived from Tamil Culture.

CO4: Understand the poetic mode or theme of classical language.

CO5: Relate the contribution of Tamils to Nation building.

Pre-requisites: Nil

CO/PO Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2						2
CO2	2				3		
CO3	1				3		
CO4	2						2
CO5	0				3		2

Legend: 3-High Correlation, 2-Medium Correlation, 1-Low Correlation

Instructional Strategy

1. It is advised that teachers take steps to pique pupils' attention and boost their curiosity to learn.
2. Apply story telling methods to pictures the realistic situations, and real-world examples to make the sessions engaging.
3. Connecting to physical spaces, renowned scholars and researchers shall help students learn from the experts.
4. Throughout the course, providing pre-reading and post-reading materials / videos may help sustain the interest through class discussions and debates.

Assessment Methodology

ASSESSMENT FOR THEORY PAPERS				
Assessment	Duration	Portions covered	Mark allocation	Reduced to
CAT 1	2 Periods	UNITS I & II	30 Marks 1 Mark Questions (10) -> 10 Marks 10 Mark Questions (2 out of 4) -> 20 Marks	15 Marks
CAT 2	2 Periods	UNITS III & IV	30 Marks 1 Mark Questions (10) -> 10 Marks 10 Mark Questions (2 out of 4) -> 20 Marks	15 Marks
CAT 3 (OR)	1 Period	UNIT V	15 Marks 1 Mark Questions (5) -> 5 Marks 10 Mark Questions (1 out of 2) -> 10 Marks	10 Marks
SEMINAR	During the semester	Subject / General		
Total				40 Marks

Question Pattern

Autonomous Examination - Question Paper Pattern

Time: 2 Hrs. 30 Minutes.

Max. Marks:60

PART - A carries a total of 30 marks and will have Multiple Choice Questions (MCQs), True or False questions, Match the following, Image based Multiple Choice Questions covering all the five units.

PART- B carries a total of 30 marks and students are required to answer any 3 questions out of 6 questions. The six questions will be distributed across five units with each unit contributing at least one question and no unit can have more than two questions.

Equal Weightage should be given for all the units of the syllabus.

PART A Multiple Choice Questions (MCQs), True or False Questions, Match the following, Image based Multiple Choice Questions	30 X 1 = 30 Marks
PART B Answer any Three Questions out of 6 Questions	3 X 10 = 30 Marks
Total Marks	60 Marks

BEH101	தமிழர் மரபு	L	T	P	C
Theory	Tamil Marabu	2	0	0	2
அலகு I	மொழி மற்றும் இலக்கியம்				
இந்திய மொழிக் குடும்பங்கள் - திராவிட மொழிகள் - தமிழ் ஒரு செம்மொழி - தமிழ் செவ்விலக்கியங்கள் - சங்க இலக்கியத்தின் சமயச் சார்பற்ற தன்மை - சங்க இலக்கியத்தில் பகிர்தல் அறம் - திருக்குறளில் மேலாண்மைக் கருத்துக்கள் - தமிழ்க் காப்பியங்கள் - தமிழகத்தில் சமண பௌத்த சமயங்களின் தாக்கம் - பக்தி இலக்கியம் : ஆழ்வார்கள் மற்றும் நாயன்மார்கள் - சிற்றிலக்கியங்கள் - தமிழில் நவீன இலக்கியத்தின் வளர்ச்சி - தமிழ் இலக்கிய வளர்ச்சியில் பாரதியார் மற்றும் பாரதிதாசன் ஆகியோரின் பங்களிப்பு.					6
அலகு II	மரபு - பாறை ஓவியங்கள் முதல் நவீன ஓவியங்கள் வரை - சிற்பக் கலை				
நடுகல் முதல் நவீன சிற்பங்கள் வரை - ஐம்பொன் சிலைகள்- பழங்குடியினர் மற்றும் அவர்கள் தயாரிக்கும் கைவினைப் பொருட்கள், பொம்மைகள் - தேர் செய்யும் கலை - சுடுமண் சிற்பங்கள் - நாட்டுப்புறத் தெய்வங்கள் - குமரி முனையில் திருவள்ளுவர் சிலை - இசைக் கருவிகள் - மிருதங்கம், பறை, வீணை, யாழ், நாதஸ்வரம் -தமிழர்களின் சமூக பொருளாதார வாழ்வில் கோவில்களின் பங்கு.					6
அலகு III	நாட்டுப்புறக் கலைகள் மற்றும் வீர விளையாட்டுகள்				
தெருக்கூத்து, கரகாட்டம், வில்லுப்பாட்டு, கணியான் கூத்து, ஓயிலாட்டம், தோல்பாவைக் கூத்து, சிலம்பாட்டம், வளரி, புலியாட்டம், தமிழர்களின் விளையாட்டுகள்.					6
அலகு IV	தமிழர்களின் திணைக் கோட்பாடுகள்				
தமிழகத்தின் தாவரங்களும், விலங்குகளும் - தொல்காப்பியம் மற்றும் சங்க இலக்கியத்தில் அகம் மற்றும் புறக் கோட்பாடுகள் - தமிழர்கள் போற்றிய அறக்கோட்பாடு - சங்ககாலத்தில் தமிழகத்தில் எழுத்தறிவும், கல்வியும் - சங்க கால நகரங்களும் துறை முகங்களும் - சங்ககாலத்தில் ஏற்றுமதி மற்றும் இறக்குமதி - கடல் கடந்த நாடுகளில் சோழர்களின் வெற்றி.					6
அலகு V	இந்திய தேசிய இயக்கம் மற்றும் இந்திய பண்பாட்டிற்குத் தமிழர்களின் பங்களிப்பு				
இந்திய விடுதலைப்போரில் தமிழர்களின் பங்கு - இந்தியாவின் பிறப்பகுதிகளில் தமிழ்ப் பண்பாட்டின் தாக்கம் - சுயமரியாதை இயக்கம் - இந்திய மருத்துவத்தில், சித்த மருத்துவத்தின் பங்கு- கல்வெட்டுகள், கையெழுத்துப்படிகள் - தமிழ்ப் புத்தகங்களின் அச்ச வரலாறு.					6
Total Periods					30

BEH101	தமிழர்மரபு TamilMarabu	L	T	P	C
Theory		2	0	0	2
Unit I	LANGUAGE AND LITERATURE				
Language Families in India - Dravidian Languages – Tamil as a Classical Language -Classical Literature in Tamil – Secular Nature of Sangam Literature – Distributive Justice in Sangam Literature - Management Principles in Thirukural - Tamil Epics and Impact of Buddhism & Jainism in Tamil Land - Bakthi Literature Azhwars and Nayanmars - Forms of minor Poetry - Development of Modern literature in Tamil - Contribution of Bharathiyar and Bharathidhasan.					6
Unit II	HERITAGE - ROCK ART PAINTINGS TO MODERN ART – SCULPTURE				
Hero stone to modern sculpture - Bronze icons - Tribes and their handicrafts - Art of temple car making - Massive Terracotta sculptures, Village deities, Thiruvalluvar Statue at Kanyakumari, Making of musical instruments - Mridhangam, Parai, Veenai, Yazh and Nadhaswaram - Role of Temples in Social and Economic Life of Tamils					6
Unit III	FOLK AND MARTIAL ARTS				
Therukoothu, Karagattam, Villu Pattu, Kaniyan Koothu, Oyillattam, Leather puppetry, Silambattam, Valari, Tiger dance - Sports and Games of Tamils.					6
Unit IV	THINAI CONCEPT OF TAMILS				
Flora and Fauna of Tamils & Aham and Puram Concept from Tholkappiyam and Sangam Literature - Aram Concept of Tamils - Education and Literacy during Sangam Age - Ancient Cities and Ports of Sangam Age - Export and Import during Sangam Age - Overseas Conquest of Cholas.					6
Unit V	CONTRIBUTION OF TAMILS TO INDIAN NATIONAL MOVEMENT AND INDIAN CULTURE				
Contribution of Tamils to Indian Freedom Struggle - The Cultural Influence of Tamils over the other parts of India – Self-Respect Movement - Role of Siddha Medicine in Indigenous Systems of Medicine – Inscriptions & Manuscripts – Print History of Tamil Books.					6
Total Periods					30

Text Books:

1. தமிழக வரலாறு - மக்களும் பண்பாடும் - கே.கே.பிள்ளை
வெளியீடு
(தமிழ்நாடுபாடநூல் மற்றும் கல்வியியல் பணிகள் கழகம்)
2. கணினித் தமிழ் - முனைவர் இல.சுந்தரம் (விகடன் பிரசுரம்)
3. கிழடி - வைகை நதிக்கரையில் சங்ககால நகர நாகரிகம்
(தொல்லியல் துறை வெளியீடு)
4. பொருநை - ஆற்றங்கரை நாகரிகம் (தொல்லியல் துறை
வெளியீடு)
5. Social Life of Tamils (Dr.K.K.Pillay) A joint publication of TNTB & ESC and
RMRL – (in print)
6. Social Life of the Tamils - The Classical Period (Dr.S.Singaravelu)
(Published by: International Institute of Tamil Studies.
7. Historical Heritage of the Tamils (Dr.S.V.Subatamanian, Dr.K.D.
Thirunavukkarasu) (Published by: International Institute of Tamil Studies).
8. The Contributions of the Tamils to Indian Culture (Dr.M. Valarmathi) (Published
by International Institute of Tamil Studies.)
9. Keeladi - 'Sangam City Civilization on the banks of river Vaigai' (Jointly
Published by Department of Archaeology & Tamil Nadu Text Book and
Educational Services Corporation, Tamil Nadu)
10. Studies in the History of India with Special Reference to Tamil Nadu
(Dr.K.K.Pillay) (Published by: The Author)

Reference:

1. Porunai Civilization (Jointly Published by: Department of Archaeology & Tamil Nadu Text
Book and Educational Services Corporation, Tamil Nadu)
2. Journey of Civilization Indus to Vaigai (R. Balakrishnan) (Published by: RMRL)

Suggested List of Students Activities

1. A team activity to prepare a poster on any one module
2. An elocution competition in the class for 3 minutes on any
particular topic/anytopic from the syllabi
3. An essay writing on the topic of interest

CPH101	ELEMENTS OF COMMERCE AND BUSINESS ORGANISATION	L	T	P	C
Theory		4	0	0	4

Introduction

This syllabus outlines a comprehensive overview of the elements of commerce and the principles and practices of organizing and managing a business. The different types of business structures, organizational designs, and management approaches will be explored to enable organizations to achieve their goals and succeed in a dynamic business environment.

- ❖ Commerce - Its Meaning, Scope, Importance and History
- ❖ Internal Trade – Small Scale Retail and Large-Scale Retail Organization
- ❖ International Trade
- ❖ Transport, Warehousing and Insurance
- ❖ Organizational design, culture, and behaviour.

Course Objectives

The objectives of this course are to enable the students to:

1. **Explain the fundamentals of commerce:** Students will define commerce, describe its evolution, scope, and importance, and identify its branches.
2. **Analyze business organizations:** Students will compare and contrast sole proprietorship, partnership, joint stock companies, cooperatives, and other forms of business organizations.
3. **Describe trade procedures and documentation:** Students will explain internal and international trade procedures, including channels of distribution, wholesale and retail trade, import and export documentation, and trade regulations.
4. **Explain the role of auxiliary services in commerce:** Students will describe the importance of transportation, warehousing, and insurance in facilitating commerce, including modes of transport, types of warehouses, and insurance principles.
5. **Apply commerce and business organization concepts to real-world scenarios:** Students will analyze case studies, identify problems, and apply their knowledge of commerce and business organizations to develop effective solutions.

Course Outcomes

After successful completion of this course, the students will be able to:

CO1: Apply the concepts of commerce and business organization to real-life scenarios.

CO2: Develop a comprehensive understanding of the importance of commerce and business organization in the modern economy.

CO3: Analyze case studies related to commerce and business organization.

CO4: Evaluate the impact of globalization on commerce and business organization.

CO5: Demonstrate entrepreneurial skills and knowledge to start and manage a small business or work effectively in a business organization.

Pre-requisites : Basic knowledge about trade and industry

CO /PO Mapping

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2					1
CO2	3				2		2
CO3	2	3					1
CO4		2			3		2
CO5	3		2			3	

Legend: 3-High Correlation, 2-Medium Correlation, 1-Low Correlation

Instructional Strategy

- Lecture-Discussion Method:** Deliver lectures on each topic, followed by class discussions and debates to clarify concepts and encourage critical thinking.
- Case Study Approach:** Use real-life case studies to illustrate commerce and business organisation concepts, making them more relatable and practical.

3. **Group Work and Presentations:** Assign group projects and presentations to develop teamwork, communication, and problem-solving skills.
4. **Assessment and Feedback:** Conduct regular quizzes, tests, and assignments to assess understanding, providing constructive feedback for improvement.
5. **Technology Integration:** Utilize digital resources, such as online tutorials, videos, and interactive simulations, to supplement teaching and engage students in a modern learning environment.

Assessment Methodology

ASSESSMENT FOR THEORY PAPERS				
Assessment	Duration	Portions covered	Mark allocation	Reduced to
CAT 1	2 Periods	UNITS I & II	30 Marks 1 Mark Questions (10) -> 10 Marks 10 Mark Questions (2 out of 4) -> 20 Marks	15 Marks
CAT 2	2 Periods	UNITS III & IV	30 Marks 1 Mark Questions (10) -> 10 Marks 10 Mark Questions (2 out of 4) -> 20 Marks	15 Marks
CAT 3 (OR)	1 Period	UNIT V	15 Marks 1 Mark Questions (5) -> 5 Marks 10 Mark Questions (1 out of 2) -> 10 Marks	10 Marks
SEMINAR	During the semester	Subject / General		
Total				40 Marks

CAT 1 : Assessment test should be conducted for 30 Marks for Units I and II. The marks scored will be converted to 15 Marks.

Part A : (10 x 1= 10 Marks) - Multiple Choice Questions (MCQs), True or False questions, Match the following, Image based Multiple Choice Questions

Part B : (10 X 2 = 20 Marks) - Students are required to answer any 2 questions out of 4 questions.

CAT 2 : Assessment test should be conducted for 30 Marks for Units III and IV. The marks scored will be converted to 15 Marks.

Part A : (10 x 1= 10 Marks) - Multiple Choice Questions (MCQs), True or False questions, Match the following, Image based Multiple Choice Questions

Part B : (10 X 2 = 20 Marks) - Students are required to answer any 2 questions out of 4 questions

CAT 3 : Assessment test should be conducted for 15 Marks for Units V. The marks scored will be converted to 10 Marks.

Part A : (5 x 1= 5 Marks) - Multiple Choice Questions (MCQs), True or False questions, Match the following, Image based Multiple Choice Questions

Part B : (1 X 10 = 10 Marks) - Students are required to answer any 1 question out of 2 questions.

OR

Seminar for 10 Marks instead of CAT 3

Question Pattern

Autonomous Examination - Question Paper Pattern

Time: 2 Hrs. 30 Minutes.

Max. Marks:60

PART - A carries a total of 30 marks and will have Multiple Choice Questions (MCQs), True or False questions, Match the following, Image based Multiple Choice Questions covering all the five units.

PART- B carries a total of 30 marks and students are required to answer any 3 questions out of 6 questions. The six questions will be distributed across five units with each unit contributing at least one question and no unit can have more than two questions.

Equal Weightage should be given for all the units of the syllabus.

PART A Multiple Choice Questions (MCQs), True or False Questions, Match the following, Image based Multiple Choice Questions	30 X 1 = 30 Marks
PART B Answer any Three Questions out of 6 Questions	3 X 10 = 30 Marks
Total Marks	60 Marks

ELEMENTS OF COMMERCE AND BUSINESS ORGANISATION		
UNIT	NAME OF TOPICS	Periods
I	Commerce - Its Meaning, Scope, Importance and History Meaning of barter System – Evolution of Commerce – Definition of Commerce – Business – Industry – Trade – Differences between Trades, Industry, and Commerce – Hindrances of commerce – Branches of Commerce.	11
II	Internal Trade – Small Scale Retail and Large-Scale Retail Organization Home trade – Meaning – Channels of distribution – Whole sale trade and retail trade – middlemen – types of small retail organizations – Large scale retail organization and its types - Functions - Recent developments – web marketing – E-Commerce - Tele-Shopping.	12
III	International Trade International Trade – Meaning – Advantages - Differences between Home trade and Foreign Trade – types of foreign trade – Import, Export, Entrepot trade – Intermediaries in Export Trade and import trade – Import and Export trade procedure - WTO – meaning and its Functions.	11
IV	Transport, Warehousing and Insurance Transport- Meaning- Importance-Functions-Types- Advantages. Warehousing-Meaning-Need for Warehousing-Types-Advantages- warehousing in India and in Tamil Nadu. Insurance – Meaning – Need and Importance – Basic principles – Forms of Insurance – life Insurance – kinds of life policies – fire Insurance – marine Insurance – burglary Insurance – Medi-claim policy	13
V	Business Organization Business Organisation – Meaning – Definition – Principles of Good Organisation – Forms of Organisation – Sole Proprietorship – Hindu Undivided family – Joint Stock companies – Co-operatives –Government in Business – Multinational organisations.	13
	Total Periods	60

Text Books

1. Fundamentals of Business Organisations - Y.K. Bhushan- Sultan and Chand Publications
2. A text book of Commerce- J. C. Sinha, V. N. Mugali – R. Chand Publications
3. "Commerce" by S.P. Jain and K.L. Narang (Tata McGraw-Hill)
4. "Business Organisation and Management" by S.P. Jain and K.L. Narang (Tata McGraw-Hill)

Suggested List of Students Activities

1. **Group Discussions:** Assign topics related to commerce and business organisation, and have students discuss and present their findings.
2. **Case Study Analysis:** Provide real-life case studies, and have students analyze and present their solutions.
3. **Role-Playing:** Assign roles related to commerce and business organisation, and have students act out scenarios.
4. **Presentations:** Have students research and present on topics related to commerce and business organisation.
5. **Quizzes and Debates:** Organize quizzes and debates on topics related to commerce and business organisation.
6. **Project Work:** Assign projects that require students to apply concepts learned in the course.
7. **Field Visits:** Organize field visits to businesses and organisations, and have students observe and report on what they learn.
8. **Reflective Journaling:** Have students maintain a reflective journal, writing about what they learn and how they can apply it.

CPH102	FINANCIAL ACCOUNTING - I	L	T	P	C
Theory		4	1	0	5

Introduction

Accounting is often referred to as the "language of business" because it provides stakeholders with the information, they need to make informed decisions about an organization's financial health and performance. This course provides a comprehensive introduction to the fundamental principles, concepts and techniques of accounting. The subject Financial Accounting- I makes a strong foundation for understanding the basic concepts of accounts. It gives full focus on fundamental steps to be followed through journal, Ledger, Trail Balance, Subsidiary Books. This will help in the preparation of accounts for any type of business.

Course Objectives

The objectives of this course are to enable the students to:

- 1. Understand the fundamentals of accounting:** Define accounting, explain its need and importance, and distinguish between book-keeping and accounting.
- 2. Identify the branches and users of accounting:** Recognize the different branches of accounting and the various users of accounting information.
- 3. Apply basic accounting concepts and conventions:** Understand the double-entry system, golden rules of accounting, and basic accounting terms.
- 4. Prepare journal entries and ledger accounts:** Classify types of accounts, prepare journal entries, and post and balance ledger accounts.
- 5. Analyze trial balance and subsidiary books:** Prepare trial balance, understand the need and format of subsidiary books, and prepare subsidiary books such as cash book, purchase book, and sales book.

Course Outcomes

After successful completion of this course, the students will be able to:

CO 1: Record financial transactions using journal entries and ledger accounts.

CO 2: Prepare financial statements, including trial balance and subsidiary books.

CO 3: Analyze and **interpret** financial data using basic accounting concepts.

CO 4: Apply accounting principles to make informed business decisions.

CO 5: Apply accounting principles to real-world scenarios, demonstrating an understanding of the subject matter

Pre-requisites: Basic knowledge about accountancy

CO/PO Mapping

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
C01	3			2			
C02	3	2		2			
C03			2				2
C04	3		3		2	2	
C05	3	3					2

Legend: 3-High Correlation, 2-Medium Correlation, 1-Low Correlation

Instructional Strategy

1. **Lecture and Discussion:** Deliver lectures and lead class discussions to introduce and reinforce key concepts.
2. **Practical Exercises:** Provide students with practice problems to apply theoretical concepts to real-world scenarios.
3. **Real-Life Examples:** Use case studies and examples to illustrate key concepts and accounting procedures.
4. **Visual Demonstrations:** Use visual aids and demonstrations to explain complex concepts and procedures.
5. **Ongoing Assessment:** Regularly assess student understanding and provide constructive feedback to improve learning outcomes.

Assessment Methodology

	Continuous Assessment (40 marks)					End Semester Examination (60 marks)
	CA1	CA2	CA3	CA4	CA5	
Mode	Written test(Two units)	Written test (Another Two units)	Quiz MCQ (Online / Offline)	Model Examination	Assignment	Written Examination
Duration	2 Periods	2 Periods	1 Period	2 Hours 30 Minutes	-	2 Hours 30 Minutes
Exam Marks	50	50	20	60	20	60
Converted to	10	10	5	5	20	60
Marks	Best One of CA1 & CA2 10		5	5	20	60
Tentative Schedule	6 th Week	12 th Week	13 th -14 th Week	16 th Week	Assignment I 12 th week Assignment II 14 th week	

CA 1 and CA 2: Assessment written test should be conducted for 50 Marks for two units. The marks scored will be converted to 10 Marks. Best one out of two will be considered for the internal assessment of 10 Marks.

CA1and CA2, Assessment test should be conducted for two units as below:

Part A: (4 x 5= 20 Marks)

Part B (2 X 15 = 30 Marks).

Five questions (Minimum two questions from each unit) will be asked in Part A and students should answer any four questions. Four questions (Minimum two question from each unit) will be asked in Part B and the students should answer any two questions.

CA 3: 20 MCQs (Four MCQs from each unit) can be asked by covering the entire portion. It may be conducted by Online / Offline. The marks scored should be converted to 5 marks for the internal assessment.

CA 4: Model examination should be conducted as per the end semester question pattern. The marks should be converted to 5 marks for the internal assessment.

CA 5: Assignment I should be submitted for first three units at the end of 12th week for 20 marks and Assignment II should be submitted for last two units at the end of 14th week. Best one out of two will be considered for the internal assessment of 20 Marks.

Question Pattern:

Autonomous Examination - Question Paper Pattern

Time: 2 Hrs. 30 Minutes.

Max.Marks:60

PART - A Six questions will be asked covering all the units. Minimum one question from each unit will be asked. Answer any Three questions. Each question carries 5 marks.

Theory: 2 Questions and Problem: 4 Questions.

PART- B Six questions will be asked covering all the units. Minimum one question from each unit will be asked. Answer any Three questions. Each question carries 15 marks.

Theory: 1 Question and Problem: 5 Questions.

Equal Weightage should be given for all the units of the syllabus.

PART A Answer any Three Questions from Question Numbers 1 to 6	3 X 5 = 15 Marks
PART B Answer any Three questions from Question Numbers 7 to 12	3 X 15 = 45 Marks
Total Marks	60 Marks

FINANCIAL ACCOUNTING - I		
UNIT	NAME OF TOPICS	Periods
I	Introduction to Accounting Need and Importance – Book-keeping - Definition of Accounting – Book Keeping Vs Accounting – Objectives of Accounting - Users of Accounting Information – Branches of Accounting – Basic Accounting terms. Basic Concepts and Conventions of Accounting – Double Entry System – Golden rules of Accounting – Accounting equation (Simple Problems)	18
II	Basic Accounting Procedures Types of Accounts – Meaning of Journal – Format of Journal-Preparation of Journal (Simple Problems)	15
III	Ledger – Meaning – Utility – Format – Posting –Balancing of an Account – Distinction between Journal and Ledger. (Simple Problems) Trail Balance – Meaning – Preparation of Trial Balance. (Simple Problems)	13
IV	Subsidiary Books - I Meaning and Need of Subsidiary Books – Purchase Book – Purchase returns Books – Sales Book – Sales returns Book – Bill of exchange (Theory only) – Journal Proper (Theory only) – Preparation of Subsidiary books. (Simple Problems)	14
V	Subsidiary Books-II Cash Book – Meaning – Importance – Features – Advantages – Kinds of Cash Book – Single Column, Double Column and Triple Column Cash Book – Petty Cash Book – Meaning – Imprest System (Simple Problems)	15
	Total Periods	75

Reference Books:

- | | |
|------------------------------|--|
| 1. Principles of Accountancy | - K.L.Nagarajan, N.Vinayagam & P.L.Ma |
| 2. Financial Accounting | - T.S.Reddy&A.Murthy. |
| 3. Advanced Accountancy | - R.L. Gupta &Radhaswamy. |
| 4. Advanced Accountancy | - Jain &Narang. |
| 5. Advanced Accounts | - M.C.Shukla, T.S Grewal & S. C Gupta. |

Suggested list of students' activities

1. Practice Problems: Complete practice problems to reinforce understanding of accounting concepts.
2. Case Studies: Analyze and solve case studies to apply accounting principles to real-world scenarios.
3. Group Projects: Work on group projects to apply accounting principles and develop collaboration and communication skills.
4. Presentations: Present group projects or case studies to develop presentation skills.
5. Quizzes and Tests: Complete quizzes and tests to assess understanding of accounting concepts.
6. Class Discussions: Participate in class discussions and ask questions in class
7. Solve exercises and problems in each unit

CPH173	TYPEWRITING ENGLISH LEVEL –I	L	T	P	C
Practicum		0	0	4	2

Introduction

Typewriting is an essential skill in today's digital age, and mastering the basics of typing will enhance your productivity, communication, and career prospects. In this course, you will learn the fundamentals of typing and improve your English language skills.

Course Objectives

The objectives of this course are to enable the students to :

1. **Demonstrate proficiency in manual typewriting:** Accurately type using all fingers, with an emphasis on correct fingering exercises.
2. **Type alphabets and numbers:** Correctly type alphabets in regular and reverse order, as well as numbers, using the correct shift keys and lock.
3. **Compose simple sentences and paragraphs:** Type simple sentences and paragraphs with accuracy, using correct punctuation marks.
4. **Apply punctuation marks:** Correctly use punctuation marks, excluding comma, full stop, and semicolon, in typed sentences and paragraphs.
5. **Achieve typing speed and accuracy:** Type at a speed of approximately 700 strokes, with high accuracy, in both simple sentences and paragraphs.

Course Outcomes

After successful completion of this course, the students will be able to:

CO1: Work efficiently in clerical roles: Apply typing skills in entry-level clerical positions, such as data entry or administrative assistance.

CO2: Enhance productivity: Increase productivity in tasks requiring manual typewriting, such as document preparation or correspondence.

CO 3: Improve communication: Effectively communicate through typed documents, such as letters, memos, or reports.

CO 4: Demonstrate hand-eye coordination: Develop coordination between hands and eyes to type accurately and efficiently.

CO 5: Apply problem-solving skills: Troubleshoot common typing errors or challenges, such as jammed keys or incorrect punctuation.

Pre-requisites: Nil

CO/PO Mapping

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3					2	2
CO2	3			1		2	
CO3	3	1			1		
CO4	2			2			1
CO5		3		2			2

Legend:3-High Correlation,2-Medium Correlation, 1-Low Correlation

Instructional Strategy

1. **Keyboard Familiarization and Fingering Exercises:** Introduce students to the keyboard layout, explain finger placement, and have them practice fingering exercises to develop finger strength and dexterity.
2. **Shift Key Operation and Capital Letter Practice:** Demonstrate proper use of Shift Keys to type capital letters, emphasizing pressing the Shift Key to its full depth, have students practice typing capital letters and introduce numbers typing, covering number keys and symbols.
3. **Simple Sentence Typing:** Introduce students to typing simple sentences, explaining proper sentence structure and punctuation, and have them practice typing simple sentences (approx. 700 strokes).
4. **Simple Paragraph Typing:** Introduce students to typing simple paragraphs, explaining proper paragraph structure and formatting, and have them practice typing simple paragraphs (approx. 700 strokes).
5. **Regular Practice and Feedback:** Provide regular timed practice sessions, increasing speed and difficulty as students become more comfortable, and offer individualized feedback and guidance to help students improve their typing skills.

Assessment Methodology

	Continuous Assessment (40 marks)			End Semester Examination (60 marks)
	CA1	CA2	CA3	
Mode	Skill Test I	Skill Test II	Typing Sheet Records	Practical
Duration	30 Minutes	30 Minutes	-	30 Minutes
Exam Marks	50	50	20	60
Converted to	10	10	20	60
Marks	10	10	20	60
Tentative Schedule	6 th Week	12 th Week	13 th -14 th Week	

CA 1 and CA 2: Assessment skill test should be conducted for 50 Marks for two units. The marks scored will be converted to 10 Marks.

CA 3: 20 marks are to be awarded for maintaining Typing sheet records. The marks scored should be taken for the internal assessment.

Question Pattern:

Autonomous Examination - Question Paper Pattern

Time: 2 Hrs. 30 Minutes.

Max.Marks:60

Part A: To type simple individual sentences (Approx. 700 strokes) **40 marks.**

Part B: To type simple paragraph (Approx. 700 strokes) with Punctuation marks other than comma, full stop and semicolon. – **20 marks**

Note: Typewriting classes are to be conducted till the date of the Autonomous Typewriting Practical Examinations.

TYPEWRITING ENGLISH LEVEL –I		
UNIT	NAME OF TOPICS	Periods
I	INTRODUCING THE KEY BOARD	
	First Fingering Exercise: asdfgf ;lkjhj asdfgf ;lkjhj asdfgf ;lkjhj asdfgf ;lkjhj asdfgf ;lkjhj asdfgf ;lkjhj asdfgf ;lkjhj asdfgf ;lkjhj	8
	Second Fingering Exercise: awerqfa ; oiupj ; awerqfa ; oiupj ;awerqfa ;oiupj awerqfa ; oiupj ; awerqfa ; oiupj ;awerqfa ;oiupj	8
	Third Fingering Exercise: gftfrf hjyjuj gfrftf hjyjuj gftfrf hjyjuj gftfrf hjyjuj gftfrf hjyjuj gfrftf hjyjuj gftfrf hjyjuj gftfrf hjyjuj	8
	Fourth Fingering Exercise: azxcvf ; , mnbj azxcvf ;, mnbj azxcvf ;, mnbj azxcvf ;, mnbj azxcvf ;, mnbj azxcvf ;, mnbj azxcvf ;, mnbj azxcvf ;, mnbj	8
	Alphabets abcdefghijklmnopqrstuvwxyz.,; zyxwvutsrqponmlkjihgfedcba abcdefghijklmnopqrstuvwxyz.,; zyxwvutsrqponmlkjihgfedcba	6
II	USE OF SHIFT KEYS AND LOCK AND NUMBERS Press the Shift Key to its full depth and then type -- Left side Shift Key to be pressed to type a capital letter on the right side of the Key Board -- Right side Shift Key to be pressed to type a capital letter on the left side of the Key Board.	6
III	SIMPLE SENTENCE To type write simple individual sentences (Approx. 700 strokes).	8
IV	Simple PARAGRAPH To type write simple paragraph (Approx. 700 strokes).	8
	Total Periods	60

A candidate will be declared to have passed the examination of the subject only if he/she has secured the prescribed minimum 30 out of 60 marks and minimum 45 marks out of 100.

Suggested List of Student Activities

1. **Fingering Exercises:** Practice each fingering exercise (asdfgf ;lkjhj, awerqfa ; oiupj, gftfrf hjyjuj, azxcvf ;, mnbj) for 10 minutes, 3 times a day.
2. **Alphabet Practice:** Practice typing the alphabet (both forward and backward) for 10 minutes, 3 times a day.
3. **Shift Key Practice:** Practice pressing the Shift Key to its full depth and typing capital letters.
4. **Number Key Practice:** Practice typing numbers and symbols using the number keys.
5. **Simple Sentence Typing:** Practice typing simple sentences (approx. 700 strokes).
6. **Simple Paragraph Typing:** Practice typing simple paragraphs (approx. 700 strokes).
7. **Timed Exercises:** Practice typing exercises and sentences within a set time limit to increase speed and accuracy.
8. **Error Analysis:** Identify and correct errors in typing exercises and sentences.

BEH171	Communicative English I	L	T	P	C
Practicum		1	0	2	2

Introduction

Language is a means of self-expression and one of the prime tools of communication. Communicative fluency augments one's personal, academic, social and professional life. The present syllabus focuses on four Communication Skills, viz. Listening, Speaking, Reading and Writing and enables the students at the Diploma level to gain confidence and fluency in communication which in turn would enhance them to face their career commitments with globalized standards.

Course Objectives

The objectives of this course are to enable the student to:

1. Use English confidently for practical purposes across the curriculum.
2. Express ideas in clear and grammatically correct usage.
3. Plan, organize and present ideas coherently using cohesive devices.
4. Analyze, interpret, infer and evaluate ideas and respond appropriately.
5. Enable learners to communicate effectively and appropriately in real-life situations.

Course Outcomes

After successful completion of this course, the students will be able to:

- CO1: Communicate effectively in English, using appropriate vocabulary.
- CO2: Frame grammatically correct sentences with clarity.
- CO3: Analyze and evaluate any given information with logically supported ideas.
- CO 4: Present ideas confidently and coherently using cohesive devices.
- CO5: Practice and apply Listening, Speaking, Reading and Writing skills beyond the classroom

CO/PO Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1						3	2
CO2						3	2
CO3						3	2
CO4						3	2
CO5						3	2

Legend: 3-High Correlation, 2-Medium Correlation, 1-Low Correlation

Instructional Strategy

The instructional strategy for Communicative English classes employs a learner-centered and communicative approach that focuses on active student participation and engagement. Here are some key strategies to be followed:

1. **Communicative Activities:** Design and facilitate activities that encourage students to actively use the language in meaningful and authentic contexts. This can include role plays, language games, discussions, debates, group projects, and problem-solving tasks.
2. **Pair and Group Work:** Incorporate pair and group work opportunities to promote student interaction and collaboration. This allows them to practice and reinforce their language skills through communication with their peers.
3. **Authentic Materials:** Utilize authentic materials such as news articles, videos, podcasts, and real-life texts to expose students to genuine language use and cultural contexts. This helps develop their comprehension and critical thinking skills while expanding their vocabulary and cultural awareness.
4. **Task-Based Learning:** Implement task-based learning activities where students work on specific tasks or projects that require them to use English for a real-world purpose.
5. **Language Input and Output Balance:** Ensure a balance between language input (exposure to new vocabulary, grammar structures, and examples) and language output (opportunities for students to produce language). This balance allows students to build both receptive (Listening & Reading) and productive language skills (Speaking & Writing).

6. Use of Technology: Incorporate technology tools and resources, such as language learning apps, online platforms, interactive multimedia, and virtual communication tools, to enhance engagement and provide additional language practice opportunities.
7. Multimodal Approaches: Engage students through a variety of modalities, including listening, speaking, reading, and writing, as well as incorporating visual aids, gestures, and real-life examples. This caters to different learning styles and reinforces language learning through multiple channels.
8. Regular Assessment and Reflection: Incorporate formative and summative assessments to gauge student progress and provide targeted feedback. Encourage students to reflect on their language learning journey, set goals, and actively monitor their own progress.

Assessment Methodology

	Continuous Assessment (40marks)				End Semester Examination (60 marks)	
	CA1	CA2	CA3	CA4		
Mode	Lab Assessment	Lab Assessment	Model Exam	Record	Written Exam	Practical Exam
Duration	2 Hours		2½ hours	-	1 ¼ hours	1 ¼ hours
Exam Marks	40	40	60	20	30	30
Converted to	10	10	10	-	60	
Marks	Best of CA1& CA2 10marks		10	20	60	

Communicative English I		
UNIT	NAME OF TOPICS	Periods
I	EXPRESSIVE ENGLISH THEORY: 'Night of the Scorpion' by Nissim Ezekiel FOCUS ON: Differentiating Open Class Words - (Noun, Verb, Adjective, Adverb) (Based on the poem)	3
	PRACTICAL:(Lab/Activity) LISTENING: Simple and short poems on NATURE (Selected poems will be given) Identification: Nouns, Adjectives, Rhyming Words Ex.1 Listening to poems on NATURE and Identifying Nouns, Adjectives and Rhyming Words A Short poem on Nature of 8 – 10 to be given. Students will be asked to listen to the audio played / poem read and identifies the nouns, adjectives and rhyming words used in the poem. Listening practice is to be given. (To Be Recorded in the Record Note Book) SPEAKING: Word Game (Essential words to be given) (Nouns, Verbs, Adjectives, Adverbs) Oral practice is to be given. READING: Tongue Twisters (Selected 20 sentences will be given) Oral practice is to be given. WRITING: Academic Letters (Model Letters to be given) Written practice is to be given.	6
II	CREATIVE ENGLISH	
	THEORY: 'River' by A.K.Ramanujam FOCUS ON: Usage of Main Verb/Auxiliary Verb/Modal Verb and Tenses	3
	PRACTICAL:(Lab/Activity) LISTENING: General simple/short poems on MOTIVATION / SOFT SKILLS (Selected poems will be given). Fill ups: a) Information Gaps, b) Main Verbs/Modal Verbs. Listening practice is to be given. SPEAKING: Useful Expressions (Greetings, Requesting. Asking / Eliciting information, Offering Suggestions / Opinions) Ex. 2 Speaking-Useful Expressions- Students will be asked to give suitable expressions according to the context given.	6

	<p>Speaking practice is given (To Be Recorded in the Record Note Book)</p> <p>READING: Comic Strips, Small Conversations. Oral practice is to be given. WRITING: Sentence Making using Substitution Table (Based on Tenses)</p> <p>Writing practice is given.</p>	
III	<p>EFFECTIVE ENGLISH</p> <p>THEORY:PROSE COMBINED WITH LSRW SKILLS The Seed of Truth - Sudha Murthy</p> <p>FOCUSON: Linkers & Connectives</p>	3
	<p>PRACTICAL: (Lab/Activity)</p> <p>LISTENING: Short Story on Moral Value (Identifying Linkers). Listening practice is to be given.</p> <p>SPEAKING: Just a Minute Talk (JAM) (Selected Topics can be given). Speaking practice is to be given</p> <p>READING: General Paragraph on Moral Values (Selected passages is to be given)</p> <p>Ex. 3 Reading General Paragraph on Moral Values. Students will be asked to read the given passage on Moral Values with proper Stress and Intonation. Reading practice is to be given. (To Be Recorded in the Record Note Book)</p> <p>WRITING: Note Taking/Summarization (Based on the General Paragraph given). Written practice is to be given.</p>	6
IV	<p>SITUATIONAL ENGLISH</p> <p>THEORY:PROSE COMBINED WITH LSRW SKILLS Networking Skills</p> <p>FOCUS ON: Spotting the Errors in the given sentences</p>	3
	<p>PRACTICAL:(Lab/Activity)</p> <p>LISTENING: General Conversations. Framing Sentences (Based on the words used in the conversation). Listening practice is to be given.</p> <p>SPEAKING: Introducing Oneself/Others.</p> <p>Ex. 4 Speaking - Introducing Oneself / Others. Students will be asked to Introduce himself/herself and their family members/friends. Speaking practice is to be given. (To Be Recorded in the Record Note Book)</p> <p>READING: Reading General Paragraphs and identifying main points (Skimming). Reading practice is to be given.</p>	6

	<p>WRITING: General Paragraph Writing (5 lines) (Hints to be given). Writing practice is to be given.</p>	
V	<p>FUNCTIONAL ENGLISH THEORY:PROSE COMBINED WITH LSRW SKILLS Passage on Generative AI FOCUS ON: Passive Voice</p>	3
	<p>PRACTICAL:(Lab/Activity)</p> <p>LISTENING: General passages related to technology (Comprehension Questions). Listening practice is to be given.</p> <p>SPEAKING: Product description (Model exercises based on their respective branches to be given). Speaking practice is to be given.</p> <p>READING: Reading technical passages and identifying specific points (Scanning) (Model passages for reading are given). Reading practice is to be given.</p> <p>WRITING: Paragraph Writing(6-8lines) Writing with a suitable Topic Sentence, Explanatory Sentences, Examples and using Link words (TEEL Model)</p> <p>Ex. 5 Writing paragraph using TEEL model. Students will be asked to write a paragraph using the TEEL model of giving the Topic Sentence, Explanatory Sentences, Examples and using Link words. Writing practice is to be given. (To Be Recorded in the Record Note Book)</p>	6
	Total Periods	45

Text Books

1. "Cambridge English Skills: Real Listening and Speaking" by Miles Craven
2. "Writing Better English for ESL Learners" by EdSwick
3. "English Grammar in Use" by Raymond Murphy **Reference**
4. English Grammar And Composition by Wren & Martin
5. "Practical English Usage" by Michael Swan
6. "Oxford Basics –Simple Reading Activities" by Jill Hadfield, Charles Hadfield
7. "Oxford Basics– Simple Speaking Activities" by Jill Hadfield, Charles Hadfield

Web-based/Online Resources

1. <https://www.bbc.co.uk/learningenglish/https://www.fluentu.com/>
2. <https://www.englishclub.com/>

Suggested List of Students Activities

1. **Role Plays:** Assign students different roles or scenarios and have them engage in conversations or situations to practice speaking and listening skills.
2. **Information Gap Activities:** Create activities where students need to exchange information with each other to complete a task or solve a problem. This encourages communication and collaboration.
3. **Descriptive Presentations:** Ask students to give presentations about a specific topic, describing it in detail and using appropriate vocabulary and language structures.
4. **Language Games:** Incorporate language learning games like word puzzles, vocabulary quizzes, charades, or language board games to make learning enjoyable and interactive.
5. **Problem-Solving Tasks:** Provide real-life or hypothetical problems that students must solve through discussion and collaboration. This encourages critical thinking and effective communication.
6. **News Discussions:** Bring in current news articles or videos for students to discuss and express their opinions on various topics.
7. **Collaborative Writing:** Assign group writing tasks where students collaborate to create a story, report, or presentation. This promotes teamwork and helps improve writing skills.
8. **Simulations:** Create simulated scenarios or real-life situations where students must use English to navigate and interact, such as ordering food in a restaurant or booking a hotel room.

COMMUNICATIVE ENGLISH I																	
Model Question Paper		Total Marks: 60															
	A LISTENING SKILLS (15 MARKS)																
I	Listen to the given poem and complete the information gaps.	(5 x 1=5)															
II	Listen to the poem and identify the nouns, adjectives and rhyming words from the poem.	(5 x 1=5)															
III	Listen to the passage and answer the following questions. 1 2 3 4 5	(5 x 1=5)															
	B GRAMMAR SKILLS (5 MARKS)																
IV	Fill in the blanks by choosing the suitable answer. 1 2 3 4 5	(5 x 1=5)															
	C SPEAKING SKILLS (10 MARKS) Answer any Two of the following																
V	Frame five sentences using the substitution table. <table border="1" data-bbox="331 1122 1174 1429"> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> </table>																(5 x 1=5)
VI	Make notes and summarize the given passage.	(5 x 1=5)															
VII	Letter Writing	(5 x 1=5)															
	D READING SKILLS (15 MARKS)																
VIII	Read out the Tongue Twisters. 1 2 3 4 5	(5 x 1=5)															

IX	Read the given paragraph based on moral values.	(5 x 1=5)
X	Scan the given passage and list down the important points.	(5 x 1=5)
	E SPEAKING SKILLS (15 MARKS)	
XI	Say the appropriate expressions for the following situations: 1 2 3 4 5	5 x 1=5)
XII	Give a small talk (on a given topic)	(5 x 1=5)
XIII	Introduce oneself/ one's family/friends.	(5 x 1=5)

CPH174	OFFICE AUTOMATION LAB - I	L	T	P	C
Practical		1	0	3	2

Introduction

Microsoft Office is a suite of powerful productivity software. Microsoft Word is a powerful word processing tool that allows you to create, edit, and print professional-looking documents. Microsoft PowerPoint is a dynamic presentation software that helps you create engaging and interactive slideshows. This course focuses on the importance of office automation in modern offices.

Course Objectives

The objectives of this course is to enable the student to:

1. **Create and format documents:** Use MS Word to create, edit, and format documents, including advanced formatting techniques.
2. **Design engaging presentations:** Use MS PowerPoint to design and create presentations, including adding text, graphics, and effects.
3. **Utilize office automation tools:** Apply basic and advanced features of MS Word, PowerPoint, and Publisher to enhance productivity.
4. **Apply AI-powered features:** Use AI-powered tools, such as auto-correct and design suggestions, to improve document and presentation quality.
5. **Develop publication skills:** Create various publications, such as calendars, flyers, and newsletters, using MS Publisher.

Course Outcomes

After successful completion of this course, the students will be able to:

1. **Create professional documents:** Use MS Word to create, edit, and format documents, including tables, graphics, and advanced formatting techniques.
2. **Design effective presentations:** Use MS PowerPoint to design and create engaging presentations, including text, graphics, and effects.
3. **Apply office automation skills:** Utilize basic and advanced features of MS Word, PowerPoint, and Publisher to enhance productivity.

4. **Use AI-powered tools:** Apply AI-powered features, such as auto-correct and design suggestions, to improve document and presentation quality.
5. **Produce publications:** Create various publications, such as calendars, flyers, and newsletters, using MS Publisher.

CO/PO Mapping

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3			2		2	
CO2	3			2		3	
CO3	3			3		2	
CO4	3			3			2
CO5	3			2	2		

Instructional Strategy

1. **Lecture-Demonstration:** Instructor-led lectures and demonstrations to introduce new skills and features.
2. **Hands-on Practice:** Students work individually or in pairs to practice and reinforce new skills.
3. **Guided Exercises:** Instructor-provided exercises and projects that guide students in applying new skills.
4. **Collaborative Projects:** Students work in groups to create documents and presentations that demonstrate mastery of course outcomes.
5. **Self-Paced Learning:** Online resources and tutorials for students to review and practice at their own pace.
6. **Group activities and projects**
7. **Quizzes and assessments**

Assessment Methodology

	Continuous Assessment (40marks)		End Semester Examination (60marks)
	CA1	CA2	
Mode	Observation Submission	Practical Record Submission	Practical Examination
Duration	---	-----	2 hours 30 Minutes
Exam Marks	20	20	60
Converted to	20	20	60
Marks	20	20	60

CA1: Observation Note Book should be maintained for all the exercises and 20 marks will be awarded for submission of Observation Note Book.

CA2: 20 Marks are to be awarded for Practical Record Submission at the end of the semester.

The details of the documents to be prepared as per the instruction below:

The exercise should be completed on the day of practice. The same shall be evaluated for 10 marks on the day or the next day of practice before commencement of next exercise. The detailed date of the practices and its evaluations should be maintained in the log book and should be submitted for the verification.

Allocation of Marks for End Semester Examinations

S. No.	Description	Marks
A	Procedure 20 Marks	50
	Execution 20 Marks	
	Result 10 Marks	
B	Viva-Voce	10
Total Marks		60

OFFICE AUTOMATION LAB - I		
Unit	Name of the Topics	Periods
I	<p>MS – Word</p> <p>MS Word - Working with Documents: Opening & Saving files, Editing text documents, Inserting, Deleting, Cut, Copy, Paste, Undo, Redo, Find, Search, Replace, Formatting page & setting Margins, Converting files to different formats, Importing & Exporting documents, Sending files to others, Using Tool bars, Ruler, Using Icons, using help.</p> <p>Formatting Documents: Setting Font styles, Font selection – style, size, colour etc, Type face – Bold, Italic, Underline, Case settings, Highlighting, Special symbols, Setting Paragraph style, Alignments, Indents, Line Space, Margins, Bullets & Numbering.</p> <p>Setting Page style- Formatting Page, Page tab, Margins, Layout settings, Paper tray, Border & Shading, Columns, Header & footer, Setting Footnotes & end notes – Shortcut Keys; Inserting manual page break, Column break and line break, Creating sections & frames, Anchoring & Wrapping, Setting Document styles, Table of Contents, Index, Page Numbering, date & Time, Author etc., Creating Master Documents, Web page.</p> <p>Creating Tables: Table settings, Borders, Alignments, Insertion, deletion, Merging, Splitting, Sorting, and Formula. Drawing: Inserting Clip Arts, Pictures/Files etc.</p> <p>Tools: Word Completion, Spell Checks, , Mail merge, Templates, Creating contents for books, Creating Letter/Faxes, Creating Web pages, Using Wizards, Tracking Changes, Security, Digital Signature.</p> <p>Printing Documents: Shortcut keys – Drawing –Tools.</p> <p>Artificial Intelligence (AI) - AI Powered AutoCorrect and Suggestions in MS Word.</p>	35

II	<p>MS – PowerPoint</p> <p>MS Power point: Introduction to presentation – Opening new presentation, Different presentation- templates, setting backgrounds, selecting presentation layouts. Creating a presentation: Setting Presentation style, Adding text to the Presentation. Formatting a Presentation: Adding style, Colour, gradient fills, Arranging objects, Adding Header & Footer, Slide Background, Slide layout. Adding Graphics to the Presentation- Inserting pictures, movies, tables etc into presentation, Drawing Pictures using draw. Adding Effects to the Presentation: Setting Animation & transition effect. Printing Handouts, Generating Standalone Presentation viewer.</p> <p>Open Office-Impress: Introduction – Creating Presentation, Saving Presentation Files, Master Templates & Re-usability, Slide Transition, Making Presentation CDs, Printing Handouts – Operating with MS Power Point files / slides.</p>	20
III	<p>MS Publisher</p> <p>Creating Calendars, Flyers, Greeting cards, Import word documents, Labels, Visiting Cards, Banners, Newsletters, brochures, Gift Certificates, E-mail & web Sites.</p> <p>Artificial Intelligence (AI) - Intelligent PowerPoint Design Suggestions.</p>	5
	Total Periods	60

Reference:

1. A first Course in Computers – Sanjay Saxena, Vikas Publishing House P.Ltd.
2. Microsoft Office in Easy steps – Stephen Copestake, Comdex Computer Publishing.
3. Teach yourself – MS Office for Windows – Corey Sandler, Tom Bedgelt, Jan Weingarten, BPB Publication.

Ex.No	List of Lab Exercises
	<u>MS-Word Hands On Exercises:</u>
1	Preparing a Govt. Order / Official Letter / Business Letter / Circular Letter Covering formatting commands - font size and styles - bold, underline, upper case, lower case, super script, sub script, indenting paragraphs, spacing between lines and characters, tab settings etc.
2	Preparing a news letter: To prepare a newsletter with borders, two columns text, header and footer and inserting a graphic image and page layout.
3	Creating and editing the table: To create a table using table menu To create a monthly calendar using cell editing operations like inserting, joining, deleting, splitting and merging cells.
4	To create a simple statement for math calculations viz. totaling the column.
5	Creating numbered lists and bulleted list to create numbered list with different formats (with numbers, alphabets, roman letters) to create a bulleted list with different bullet characters.
6	Printing envelopes and mail merge. To print envelopes with from addresses and to addresses To use mail merge facility for sending a circular letter to many persons To use mail merge facility for printing mailing labels. Using the special features of word To find and replace the text To spell check and correct.
7	To generate table of contents for a document
8	Create an advertisement
9	Prepare a resume.
10	Prepare a Corporate Circular letter: Inviting the shareholders to attend the Annual Meeting.

	<u>Ms- PowerPoint - Hands on Exercises:</u>
11	Creating a new Presentation based on a template – using Auto content wizard, design template and plain blank presentation.
12	Creating a Presentation with Slide Transition – Automatic and Manual with different effects.
13	Creating a Presentation applying Custom Animation effects – Applying multiple effects to the same object and changing to a different effect and removing effects.
14	Creating and Printing handouts
	<u>MS-Office Publisher - Hands on Exercises:</u>
15	Create a Calendar, Greeting Cards, Labels, Visiting Cards, Banners, Newsletters etc. by using MS Office Publisher.

Suggested list of students activities

1. **Create a Document:** Use MS Word to create a document that includes text, images, and tables. Apply various formatting options, such as font styles, alignments, and margins.
2. **Design a Presentation:** Use MS PowerPoint to create a presentation that includes text, images, and transitions. Experiment with different templates, layouts, and animation effects.
3. **Create a Table:** Use MS Word to create a table that includes borders, alignments, and formulas. Practice inserting, deleting, merging, and splitting cells.
4. **Mail Merge:** Use MS Word to create a mail merge document that includes a letter, envelope, and label. Experiment with different data sources and formatting options.
5. **Create a Newsletter:** Use MS Publisher to create a newsletter that includes text, images, and layout options. Experiment with different templates, fonts, and colors.
6. **Collaborative Document Editing:** Use MS Word to create a document that multiple students can edit simultaneously. Practice tracking changes, using comments, and resolving conflicts.

7. **Presentation Design Challenge:** Use MS PowerPoint to create a presentation that includes a specific theme, images, and transitions. Experiment with AI-powered design suggestions and best practices.
8. **Document Automation:** Use MS Word to create a document that includes automated features, such as auto-correction, auto-formatting, and mail merge. Experiment with different automation tools and techniques.

List of Equipment and software:

- ❖ Desktop or Laptop computer
- ❖ Printer
- ❖ Software for MS Word, MS Power Point and MS Publisher
- ❖ Open-source software is available in online, browse and make use of it.

CPH175	PRACTICAL ACCOUNTING - I	L	T	P	C
Practical		0	0	2	1

Introduction

Practical Accounting I is a foundational course that equips students with the essential skills and knowledge to record, classify, and report financial transactions accurately. This course covers the fundamental concepts and procedures of accounting, including purchase and sales invoices, credit and debit notes, bills of exchange, vouchers, and cash book operations. Through this course, students will learn to prepare and post various accounting entries, manage cash transactions, and understand the importance of accurate record-keeping in business decision-making. By mastering these practical accounting skills, students will be well-prepared to handle real-world accounting scenarios and lay a solid foundation for further studies in accounting and finance.

Course Objectives

The objectives of this course is to enable the student to:

1. **Prepare and record accounting documents:** Prepare and record various accounting documents, such as invoices, vouchers, and cash books.
2. **Understand accounting principles:** Apply accounting principles to real-world business transactions.
3. **Record transactions accurately:** Record transactions in different accounting books, such as purchases, sales, and cash books.
4. **Manage accounts payable and receivable:** Understand and manage accounts payable and receivable using bills of exchange, credit, and debit notes.
5. **Maintain a cash book:** Maintain a single-column cash book based on cash purchases, sales, and expenses vouchers.

Course Outcomes

After successful completion of this course, the students will be able to:

- CO 1:** Work as an entry-level accountant in a business organization.
- CO 2:** Prepare and manage financial records accurately and efficiently.
- CO 3:** Assist in auditing and financial reporting processes.
- CO 4:** Provide support in accounts payable and receivable management.

CO 5: Perform day-to-day accounting tasks with precision and confidence.

Pre – requisites: Knowledge of Basic Accounting

CO/PO MAPPING

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3			2		2	
CO2	3	2				2	
CO3	3	2				2	
CO4	3			2			1
CO5	3			2		2	

Legend: 3-High Correlation, 2-Medium Correlation, 1-Low Correlation

Instructional Strategy

1. Engaging Instruction

Introduce concepts through interactive lectures, visual aids, and guided practice exercises to reinforce understanding.

2. Active Learning

Employ scenario-based learning, role-playing, and debates to develop critical thinking and problem-solving skills.

3. Practical Application

Utilize a step-by-step, hands-on approach to teach voucher preparation and cash book maintenance.

4. Authentic Learning Materials

Provide authentic documents, templates, and practice exercises to develop skills and promote accuracy.

5. Ongoing Assessment

Use formative and project-based assessments to evaluate application of concepts, providing constructive feedback to foster a growth mindset.

Assessment Methodology

	Continuous Assessment (40marks)		End Semester Examination (60marks)
	CA1	CA2	
Mode	Observation Submission	Practical Record Submission	Practical Examination
Duration	---	-----	2 hours 30Minutes
Exam Marks	20	20	60
Converted to	20	20	60
Marks	20	20	60

CA1: Observation Note Book should be maintained for all the exercises and 20 marks will be awarded for submission of Observation Note Book.

CA2: 20 Marks are to be awarded for Practical Record Submission at the end of the semester.

The details of the documents to be prepared as per the instruction below:

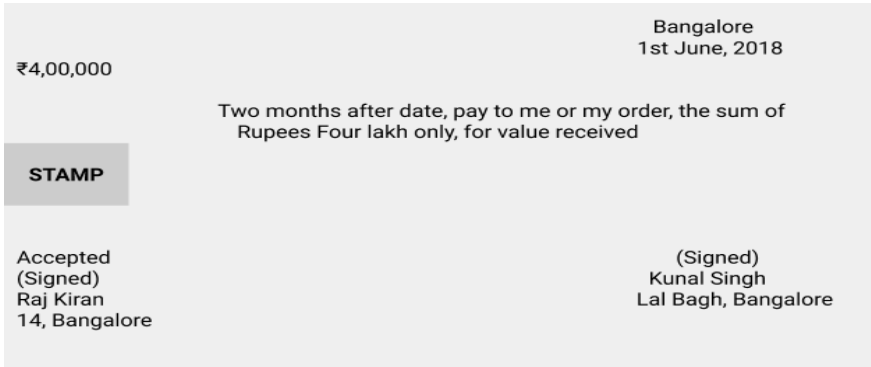
The exercise should be completed on the day of practice. The same shall be evaluated for 10 marks on the day or the next day of practice before commencement of next exercise. The detailed date of the practices and its evaluations should be maintained in the log book and should be submitted for the verification.

Allocation of Marks for End Semester Examinations

S. No.	Description	Marks
A	Written Test (1 EXERCISE) (The students shall be permitted to select any one exercise by lot.) (Procedure 30 Marks and Execution 20 Marks)	50
B	Viva-Voce	10
	Total Marks	60

PRACTICAL ACCOUNTING -I		
UNIT	NAME OF TOPICS	Periods
I	PURCHASE INVOICE AND ENTRY: Purchase – Meaning – Types of Purchase- Cash Purchase – Credit Purchase Invoice – Meaning – Preparation of Cash Purchase Invoice - Credit Purchase Invoice - - Invoice with stock- Accounting entries.	5
II	SALES INVOICE AND ENTRY: Sales – Meaning – Types of Sales - Cash Sales - Credit Sales- Invoice – Meaning - Preparation of Cash Sales Invoice - Credit Sales Invoice - Invoice With Stock- Accounting Entries.	5
III	CREDIT NOTE & DEBIT NOTE AND BILLS OF EXCHANGE: Meaning of Credit note and debit note - Format of purchase return book -Posting from the purchases return book- Format of sales return book -Posting from the sales return book- Meaning of Bills of Exchange - Specimen of bill of exchange -Important terms of bill of exchange -Bills receivable book - Bills payable book.	8
IV	VOUCHERS: Meaning – debit voucher – credit voucher- preparing voucher for direct expenditure –wages, fuel – Indirect expenditure – salary, commission paid- entries for expenses.	6
V	CASH BOOK: Meaning – single column cash book based on cash purchase invoice – cash sales bill – expenses voucher.	6
	Total Periods	30

EXERCISES

Ex. No	List of Lab Exercises
1	Prepare pro forma Invoice using the following aspects: Details of the Buyer and Seller, Description of Goods Sold, Trade Discount Offered, Charges like Packing, Forwarding and Insurance, Terms and Conditions.
2	Prepare cash purchases Bill and credit purchase invoice with details of Seller and buyer, Rate, Quantity, Amount and Total value without GST and with GST.
3	Prepare cash sales Bill and credit sales invoice with details of Seller and buyer, Rate, Quantity, Amount and Total value without GST and with GST.
4	Pass journal entries for cash purchases Bill and credit purchase invoice.
5	Pass journal entries for cash sales Bill and credit sales invoice.
6	Prepare Debit Note and credit Note for various purposes like price difference, purchase returns etc.
7	Calculate Closing stock using purchase invoice, sales invoice, debit notes and credit notes.
8	Prepare Vouchers for cash expenses and pass journal entries.
9	Fill the bank pay- in –slip and make cash deposit entries in the single column cash book
10	Fill the cheque or withdrawal slip and make cash payment entries in the single column cash book
11	Prepare cash book using vouchers, cash purchase bills and cash sales bills.
12	<p>Make entries in the appropriate Bills Book.</p>  <p>The image shows a sample bill with the following details:</p> <ul style="list-style-type: none"> Location and Date: Bangalore, 1st June, 2018 Amount: ₹4,00,000 Payment Terms: Two months after date, pay to me or my order, the sum of Rupees Four lakh only, for value received Stamp: A rectangular box labeled "STAMP" is provided for a stamp. Accepted (Signed): Raj Kiran, 14, Bangalore (Signed): Kunal Singh, Lal Bagh, Bangalore

Suggested List of Students Activities

1. Case Studies:

Analyze and solve case studies related to practical accounting scenarios.

2. Practice Problems:

Complete practice problems to reinforce understanding of practical accounting concepts.

3. Presentations:

Prepare and present financial documents (sample invoices, credit notes, debit notes, and bills of exchange) to develop communication skills.

4. Quizzes and Tests:

Complete quizzes and tests to assess understanding of practical accounting concepts.

5. Peer Review:

Review and provide feedback on peers' work to develop critical thinking and communication skills.

6. Self-Assessment:

Complete self-assessment exercises to evaluate own learning and develop critical thinking skills.

7. Transaction Recording:

Record and post transactions in a cash book and other ledgers.

8. Group Discussions:

Participate in group discussions and debates on accounting topics.

ASH191	Basic English for Employability	L	T	P	C
Practical		0	0	4	2

Course Objectives

This course has two parts. A 20-hour exercise-based course and 40-hour face-to-face course.

The aim of the face-to-face course is to help develop their English language, communicative and allied skills through a series of reading, listening, grammar, speaking and topical lessons. The methodology through which the lessons are facilitated provide more opportunities for the learners to use the language they have acquired with constant monitoring and feedback.

The exercise-based course is a series of lessons which will be monitored by the faculty of the college. Each lesson focuses on reading, writing, listening, speaking, grammar and vocabulary.

Course Outcomes

After successful completion of this course, the students will be able to:

1. Read and understand routine information and instructions, and the basic meaning of non-routine information only in a familiar area and re-reading as required.
2. Understand phrases and expression related to areas of personal, social and professional domains provided speech is clearly articulated.
3. Have basic conversations in English - in person and over the telephone
4. Successfully manage group discussion
5. Deliver short talks on familiar topics with confidence
6. Complete short essays on familiar topics
7. Use better and more varied vocabulary

Course Content

F2F COURSE CONTENT

UNIT 1

Functional language (speaking) - Greetings, Introductions and Farewell - Reading (posters) - for gist and for detail - Grammar refresher - Functional language (writing) - likes and dislikes Listening (monologue) - for gist and for detail - Reading (catalogues) - for gist and for detail Grammar - Present simple (Be verb).

UNIT 2

Functional language (speaking) - Habits & routines using frequency - Functional language (Writing) - culture of a place - Listening (conversation)- gist and detail - Functional language (speaking) - Time References - Reading (news using past tense) - for gist and for detail - Grammar - Simple past - Functional language (Writing) - Describing past experiences - Listening (news using past tense) - gist and details

UNIT 3

Reading (newspaper article) - for gist and for detail - Grammar - Simple future - Functional language (speaking) - future plans - Functional language (Writing) - Making choices - Listening (newspaper article)- for gist and detail - Reading (signs and notices) - for gist and for detail - Grammar – Articles - Listening (announcements) - for gist and for detail

UNIT 4

Functional Language (speaking) - Expressing Opinions - Functional language (speaking) - Likes and dislikes - Reading (job advertisements) - for gist and for detail - Grammar – Pronouns - Listening (news)- gist and detail Functional language (speaking) – Thanks and apologies Functional language (speaking) – agree and disagree - Reading (email) – for gist and for detail

UNIT 5

Grammar – Prepositions - Listening (directions) - gist and details - Functional language (speaking) – Giving directions - Functional language (speaking) - enquiring/asking questions - Reading (newspaper article) - for gist and for detail - Grammar – modals Listening (conversation)- for gist and detail - Functional language (speaking) - day to day transactions (banks, post office, shops)

EXERCISE BASED COURSE

UNIT 1

Reading (descriptive) - for gist and detail - Grammar - Adjectives - Mind-mapping and writing structure - Listening (descriptive) - for gist & detail.

UNIT 2

Functional Language (writing) - Describe personal experiences - Reading (prospectus) - for locate and isolate - Grammar - Conjunctions - Functional language (speaking) - Making comparisons

UNIT 3

Listening (prospectus) - for locate and isolate - Functional Language (speaking) - expressing feelings and emotions - Reading (geographical information) - for gist and detail - Punctuations

UNIT 4

Functional Language (speaking) - giving reasons and explanations - Listening (geographical information) - for gist & detail - Functional Language (writing) - Making appointments & reservations - Reading (rules & regulation) - for gist and detail

UNIT 5

Grammar - Adverbs - Functional Language (Speaking) - Accepting & Rejecting offers and invitations - Listening (rules and regulations) - for gist & detail - Phonics - Commonly Made Speaking Errors

For Further Reading

- English Grammar and Composition - Wren and Martin
- The Elements of Style - Strunk and White
- The Elevate Series (Improve English skills) - Shefali Ray, Samathmika Balaji and Simran Luthra
- Common Errors in Everyday English - Saumya Sharma
- Spoken English for My World - Sabina Pillai
- Email Writing for Beginners: Examples, Etiquette, and Mistakes - Yogesh Vermani
- Malgudi Days - RK Narayan
- Time Stops at Shamli - Ruskin Bond
- The Blue Umbrella - Ruskin Bond
- Here, There and Everywhere - Sudha Murthy

Reference

A workbook will be provided to each student for future reference.

Software Requirement

- Chrome version 52+, or Firefox version 50+, or Edge Windows 10 build 15019
- Operating System – Windows7+, Ubuntu
- Access to You Tube
- Access to <https://english.steptest.in/>
- Stable internet connection with 2Mbps speed via Wi-Fi or Ethernet or 4G hotspot

Hardware Requirement

- Desktop or laptop
- Compatible speakers or headphones with microphone
- Projector

I YEAR
SYLLABUS
II SEMESTER

Semester II

S. No.	Course Category	Course Type	Code	Course Title	L-T-P	Period	Credit	End Exam
1	Humanities & Social Science	Theory	BEH201	Tamils and Technology	2-0-0	30	2	Theory
2	Program Core	Theory	CPH201	Banking	3-0-0	45	3	Theory
3	Program Core	Theory	CPH202	Financial Accounting-II	3-1-0	60	4	Theory
4	Program Core	Practicum	CPH273	Typewriting GTE Eng Pre-Junior	0-0-4	60	2	Practical
5	Program Core	Practical	CPH274	Python Programming	0-0-4	60	2	Practical
6	Basic Science	Practical	CPH275	Office Automation Lab – II	0-0-4	60	2	Practical
7	Program Core	Practical	CPH276	Practical Accounting II	0-0-2	30	1	Practical
8	Humanities & Social Science	Practicum	BEH271	Communicative English – II	1-0-2	45	2	Practical
9	Open Elective	Advance Skill Certification	ASH292	Advance Skill Certification – II	1-0-2	45	2	NA
10	Humanities & Social Science	Integrated Learning Experience	**	Growth Lab	**	30	0	**
11	Audit Course	Integrated Learning Experience	**	I&E / Club Activity / Community Initiatives	**	30	0	**
12	Audit Course	Integrated Learning Experience	**	Emerging Technology Seminars	**	08	0	**
13	Audit Course	Integrated Learning Experience	**	Shop Floor Immersion	**	08	0	**
14	Audit Course	Integrated Learning Experience	**	Health & Wellness	**	30	0	**
15	Audit Course	Integrated Learning Experience	**	Student – Led Initiative	**	24	0	**
Total						565	20	

Note: Test & Revisions - 60 Periods | Library Hours - 15 Periods

BEH201	தமிழரும் தொழில்நுட்பமும் Tamils and Technology	L	T	P	C
Theory		2	0	0	2

Introduction

This course provides an opportunity for students who have Tamil as their mother tongue and for students from other states to have multifold outcomes. Learning in the mother tongue is a key factor for inclusion and quality learning, and it also improves learning outcomes and academic performance. This is crucial, for appreciation of Tamil as a language and as a culture. It fosters mutual understanding and respect for one another and helps preserve the wealth of cultural and traditional heritage that is embedded in Tamil language around the world.

Course Objectives

The objectives of this course are to enable the students to:

1. Appreciate weaving and ceramic technology.
2. Learn the design and construction technology of ancient times
3. Understand the engineering principles of manufacturing technology
4. Introduce the methods of irrigation and agricultural technology
5. Learn the scientific Tamil and Tamil computing

Course Outcomes

After successful completion of this course, the students will be able to:

- C01:** Explain the principles behind weaving and ceramic technology of ancient Tamils
- C02:** Correlate the present and ancient design and construction technology
- C03:** Apply engineering principles to ancient manufacturing technology
- C04:** Apply engineering principles to irrigation and agricultural technology
- C05:** Develop scientific Tamil and new techniques in Tamil computing.

Pre-requisite: Nil

CO/PO Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3				2		
CO2	2		3				2
CO3	3		3	2			
CO4	2		2		3		
CO5	2			3			2

Legend:3-High Correlation,2-Medium Correlation, 1-Low Correlation

Instructional Strategy

- 1. Blended Learning Approach with Tamil Context:** Combine traditional classroom teaching with online resources, such as videos, podcasts, and interactive modules, that incorporate Tamil language and cultural context.
- 2. Project-Based Learning with Real-World Applications:** Assign students projects that require them to apply theoretical concepts to real-world problems in Tamil society, such as designing a sustainable irrigation system for a rural Tamil village.
- 3. Case Study Method with Tamil Historical and Contemporary Examples:** Use historical and contemporary case studies from Tamil society to illustrate the application of technological principles, such as the construction of the ancient Tamil temple of Tanjore Brihadeeswara.
- 4. Collaborative Learning with Peer Review and Feedback:** Encourage students to work in groups to complete assignments and projects, and provide opportunities for peer review and feedback to promote critical thinking and teamwork.
- 5. Gamification and Simulations with Tamil Cultural Relevance:** Incorporate games, simulations, and interactive activities that incorporate Tamil cultural relevance, such as a simulation of a traditional Tamil marketplace or a game that teaches about ancient Tamil textile production.

Assessment Methodology

ASSESSMENT FOR THEORY PAPERS				
Assessment	Duration	Portions covered	Mark Allocation	Reduced to
CAT 1	2 Periods	UNITS I & II	30 Marks 1 Mark Questions (10) -> 10 Marks 10 Mark Questions (2 out of 4) -> 20 Marks	15 Marks
CAT 2	2 Periods	UNITS III & IV	30 Marks 1 Mark Questions (10) -> 10 Marks 10 Mark Questions (2 out of 4) -> 20 Marks	15 Marks
CAT 3 (OR)	1 Period	UNIT V	15 Marks 1 Mark Questions (5) -> 5 Marks 10 Mark Questions (1 out of 2) -> 10 Marks	10 Marks
SEMINAR	During the semester	Subject / General		
Total				40 Marks

Question Pattern

Autonomous Examination - Question Paper Pattern

Time: 2 Hrs. 30 Minutes.

Max. Marks: 60

PART - A carries a total of 30 marks and will have Multiple Choice Questions (MCQs), True or False questions, Match the following, Image based Multiple Choice Questions covering all the five units.

PART- B carries a total of 30 marks and students are required to answer any 3 questions out of 6 questions. The six questions will be distributed across five units with each unit contributing at least one question and no unit can have more than two questions.

Equal Weightage should be given for all the units of the syllabus.

PART A Multiple Choice Questions (MCQs), True or False Questions, Match the following, Image based Multiple Choice Questions	30 X 1 = 30 Marks
PART B Answer any Three Questions out of 6 Questions	3 X 10 = 30 Marks
Total Marks	60 Marks

	தமிழரும் தொழில்நுட்பமும் Tamils and Technology	
Unit	Name of the Topics	Periods
I	நெசவு மற்றும் பானைத்தொழில்நுட்பம் சங்க காலத்தில் நெசவுத்தொழில்- பானைத்தொழில் நுட்பம்- கருப்பு சிவப்பு பாண்டங்கள்- பாண்டங்களில் கறல் குறியீடுகள்	5
II	வடிவமைப்பு மற்றும் கட்டிடத் தொழில்நுட்பம் சங்க காலத்தில் வடிவமைப்பு மற்றும் கட்டுமானங்கள் வடிவமைப்பு மற்றும் கட்டிடத் தொழில்நுட்பம் சங்க காலத்தில் வடிவமைப்பு மற்றும் கட்டுமானங்கள் & சங்க காலத்தில் வீட்டுப் பொருட்களில் வடிவமைப்பு - சங்க காலத்தில் கட்டுமான பொருட்களும் நடுகல்லும் - சிலப்பதிகாரத்தில் மேடை அமைப்பு பற்றிய விவரங்கள் - மாமல்லபுரச் சிற்பங்களும்,கோவில்களும் - சோழர் காலத்துப் பெருங்கோயில்கள் மற்றும் பிற வழிபாட்டுத் தலங்கள்- நாயக்கர் காலக் கோயில்கள்- மாதிரிகட்டமைப்புகள் பற்றி அறிதல், மதுரை மீனாட்சி அம்மன் ஆலயம் மற்றும் திருமலை நாயக்கர் மஹால் - செட்டிநாட்டு வீடுகள் -பிரிட்டிஷ் காலத்தில் சென்னையில் இந்தோ-சாரோசெனிக் கட்டிடக் கலை	8
III	உற்பத்தி தொழில்நுட்பம் கப்பல் கட்டும் கலை - உலோகவியல் - இரும்பு தொழிற்சாலை - இரும்பை உருக்குதல், எஃகு - வரலாற்றுச் சான்றுகளாக செம்பு மற்றும் தங்க நாணயங்கள் - நாணயங்கள் அச்சடித்தல் - மணி உருவாக்கும் தொழிற்சாலைகள் - கல்மணிகள், கண்ணாடி மணிகள் - சுடுமண் மணிகள் - சங்கு மணிகள் - எலும்புத் துண்டுகள் - தொல்லியல் சான்றுகள் - சிலப்பதிகாரத்தில் மணிகளின் வகைகள்.	7
IV	வேளாண்மை மற்றும் நீர்ப்பாசனத் தொழில்நுட்பம் அணை, ஏரி, குளங்கள், மதகு- சோழர் காலக் குழுழித் தூம்பின் முக்கியத்துவம் - கால்நடை பராமரிப்பு- கால்நடைகளுக்காக வடிவமைக்கப்பட்ட கிணறுகள் - வேளாண்மை மற்றும் வேளாண்மைச் சார்ந்த செயல்பாடுகள் - கடல்சார் அறிவு மீன்வளம் - முத்து மற்றும் முத்துக்குவித்தல் - பெருங்கடல் குறித்த பண்டைய அறிவு - அறிவுசார் சமூகம்.	5
V	அறிவியல் தமிழ் மற்றும் கணினி தமிழ் அறிவியல் தமிழின் வளர்ச்சி - கணினி தமிழ் வளர்ச்சி - தமிழ் நூல்கள் மின்பதிப்பு செய்தல் - தமிழ் மென்பொருட்கள் உருவாக்கம் - தமிழ் இணையக் கல்விக்கழகம் - தமிழ் மின் நூலகம்- இணையத்தில் தமிழ் அகராதிகள் - சொற்குவைத்திட்டம்	5
	Total Periods	30

தமிழரும் தொழில்நுட்பமும்
Tamils and Technology

Unit	Name of the Topics	Periods
I	WEAVING AND CERMAMIC TECHNOLOGY Weaving Industry during Sangam Age – Ceramic technology – Black and Red Ware Potteries (BRW) – Graffiti on Potteries.	5
II	DESIGN AND CONSTRUCTION TECHNOLOGY Designing and Structural construction House & Designs in household materials during Sangam Age - Building materials and Hero stones of Sangam age – Details of Stage Constructions in Silappathikaram - Sculptures and Temples of Mamallapuram - Great Temples of Cholas and other worship places - Temples of Nayaka Period - Type study (Madurai Meenakshi Temple)- Thirumalai Nayakar Mahal - Chetti Nadu Houses, Indo -	8
III	MANUFACTURING TECHNOLOGY Art of Ship Building - Metallurgical studies - Iron industry – Iron smelting, steel - Copper and gold coins as source of history - Minting of Coins – Beads making – industries Stone beads Glass beads - Terracotta beads - Shell beads/bone beats - Archeological evidences - Gem stone types described in Silappathikaram.	7
IV	AGRICULTURE AND IRRIGATION TECHNOLOGY Dam, Tank, ponds, Sluice, Significance of Kumizhi Thoompu of Chola Period, Animal Husbandry - Wells designed for cattle use – Agriculture and Agro Processing - Knowledge of Sea - Fisheries – Pearl - Conche diving – Ancient Knowledge of Ocean - Knowledge Specific Society.	5
V	SCIENTIFIC TAMIL AND TAMIL COMPUTING Development of Scientific Tamil - Tamil computing – Digitalization of Tamil Books – Development of Tamil Software – Tamil Virtual Academy – Tamil Digital Library – Online Tamil Dictionaries – Sorkuvai Project	5
	Total Periods	30

Reference:

1. தமிழக வரலாறு - மக்களும் பண்பாடும் - கே.கே.பிள்ளை
வெளியீடு(தமிழ்நாடுபாடநூல் மற்றும் கல்வியியல் பணிகள் கழகம்)
2. கணினித் தமிழ் - முனைவர் இல.சுந்தரம் (விகடன் பிரசுரம்)
3. கிழடி - வைகை நதிக்கரையில் சங்ககால நகர நாகரிகம் (தொல்லியல் துறை
வெளியீடு)
4. பொருதை - ஆற்றங்கரை நாகரிகம் (தொல்லியல் துறை வெளியீடு)
5. Social Life of Tamils (Dr.K.K.Pillay) A joint publication of TNTB & ESC and RMRL –
(in print)
6. Social Life of the Tamils - The Classical Period (Dr.S.Singaravelu) (Published by:
International Institute of Tamil Studies.
7. Historical Heritage of the Tamils (Dr.S.V.Subatamanian, Dr.K.D. Thirunavukkarasu)
(Published by: International Institute of Tamil Studies).
8. The Contributions of the Tamils to Indian Culture (Dr.M. Valarmathi) (Published by
International Institute of Tamil Studies.)
9. Keeladi - 'Sangam City Civilization on the banks of river Vaigai' (Jointly Published by
Department of Archaeology & Tamil Nadu Text Book and Educational Services
Corporation, Tamil Nadu)
10. Studies in the History of India with Special Reference to Tamil Nadu (Dr.K.K.Pillay)
(Published by: The Author)
11. Porunai Civilization (Jointly Published by: Department of Archaeology & Tamil Nadu
Text Book and Educational Services Corporation, Tamil Nadu)
12. Journey of Civilization Indus to Vaigai (R. Balakrishnan) (Published by: RMRL)

Suggested List of Students Activities

1. **Debate on Ancient Tamil Innovations:** Conduct a debate on ancient Tamil innovations, such as the invention of the zero or the development of the ancient Tamil textile industry.
2. **Create a Model of Ancient Tamil Architecture:** Create a model of ancient Tamil architecture, such as the Brihadeeswara Temple or the Shore Temple.
3. **Write a Research Paper on Tamil Technological Heritage:** Write a research paper on Tamil technological heritage, exploring the historical development of Tamil technology and its impact on modern society.
4. **Develop a Tamil Language Game:** Develop a game to teach Tamil language, such as a crossword puzzle, word search, or quiz game.

CPH201	BANKING	L	T	P	C
Theory		3	0	0	3

Introduction

The banking system plays a vital role in the economic development of a country, and understanding its evolution, functions, and modernization is crucial for anyone interested in the field of finance. This course covers the comprehensive aspects of banking, starting from the evolution of banking institutions, functions of commercial banks, and the role of the Reserve Bank of India (RBI) in regulating the banking sector. Additionally, it delves into modern banking services, recent developments, and reforms in the banking industry, providing a holistic understanding of the banking system in India.

Course Objectives

The objectives of this course are to enable the students to:

1. **Describe** the evolution of banking institutions and the development of the Indian banking system.
2. **Explain** the functions of commercial banks, including traditional, social, innovative, and diversified functions.
3. **Analyze** the role of the Reserve Bank of India (RBI), including its establishment, organization, functions, and significance, as well as credit control measures.
4. **Discuss** modern banking services, including tele banking, e-banking, credit and debit cards, internet banking, and core banking solutions.
5. **Apply** banking concepts and principles to real-world scenarios and case studies, including the impact of technology on banking.

Course Outcomes

After successful completion of this course, the students will be able to:

1. **Demonstrate a comprehensive understanding** of the evolution of banking institutions and the development of the Indian banking system.
2. **Explain the functions and roles** of commercial banks and the Reserve Bank of India (RBI) in the Indian economy.
3. **Analyze and apply credit control measures** to manage risk and regulate the money supply in the economy.
4. **Evaluate the impact of modern banking services** on the banking industry and society, including the benefits and challenges of technology adoption.
5. **Apply banking concepts and principles** to real-world scenarios, making informed decisions and solving problems in a practical context.

Pre-requisite: Basic knowledge about banks

CO / PO Mapping

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3		2	2			2
CO2	3	2			2	3	
CO3		3	2			1	
CO4	2			2	3		3
CO5	3	3				2	

Legend: 3-High Correlation, 2-Medium Correlation, 1-Low Correlation

Instructional Strategy

1. **Lecture Method:** Deliver lectures on each topic, using visual aids like slides, diagrams, and charts.
2. **Case Study Method:** Use real-life case studies to illustrate key concepts, such as banking systems, functions, and innovations.
3. **Group Discussion Method:** Assign topics for group discussion, such as the role of Reserve Bank of India or modern banking services.
4. **Assignments and Projects:** Assign individual or group projects on topics like banking system development or modern banking innovations.
5. **Quizzes and Tests:** Conduct regular quizzes and tests to assess understanding of key concepts and provide feedback for improvement.

Assessment Methodology

ASSESSMENT FOR THEORY PAPERS				
Assessment	Duration	Portions covered	Mark allocation	Reduced to
CAT 1	2 Periods	UNITS I & II	30 Marks 1 Mark Questions (10) ->10 Marks 10 Mark Questions (2 out of 4) ->20 Marks	15 Marks
CAT 2	2 Periods	UNITS III & IV	30 Marks 1 Mark Questions (10) ->10 Marks 10 Mark Questions (2 out of 4) ->20 Marks	15 Marks
CAT 3	1 Period	UNIT V	15 Marks 1 Mark Questions (5) -> 5 Marks 10 Mark Questions (1 out of 2) ->10 Marks	10 Marks
(OR) SEMINAR	During the semester	Subject / General		
Total				40 Marks

CAT 1 : Assessment test should be conducted for 30 Marks for Units I and II. The marks scored will be converted to 15 Marks.

Part A : (10 x 1= 10 Marks) - Multiple Choice Questions (MCQs), True or False questions, Match the following, Image based Multiple Choice Questions

Part B : (10 X 2 = 20 Marks) - Students are required to answer any 2 questions out of 4 questions.

CAT 2 : Assessment test should be conducted for 30 Marks for Units III and IV. The marks scored will be converted to 15 Marks.

Part A : (10 x 1= 10 Marks) - Multiple Choice Questions (MCQs), True or False questions, Match the following, Image based Multiple Choice Questions

Part B : (10 X 2 = 20 Marks) - Students are required to answer any 2 questions out of 4 questions

CAT 3 : Assessment test should be conducted for 15 Marks for Units V. The marks scored will be converted to 10 Marks.

Part A : (5 x 1= 5 Marks) - Multiple Choice Questions (MCQs), True or False questions, Match the following, Image based Multiple Choice Questions

Part B : (1 X 10 = 10 Marks) - Students are required to answer any 1 question out of 2 questions.

OR

Seminar for 10 Marks instead of CAT 3

Question Pattern

Autonomous Examination - Question Paper Pattern

Time: 2 Hrs. 30 Minutes.

Max. Marks:60

PART - A carries a total of 30 marks and will have Multiple Choice Questions (MCQs), True or False questions, Match the following, Image based Multiple Choice Questions covering all the five units.

PART- B carries a total of 30 marks and students are required to answer any 3 questions out of 6 questions. The six questions will be distributed across five units with each unit contributing at least one question and no unit can have more than two questions.

Equal Weightage should be given for all the units of the syllabus.

PART A Multiple Choice Questions (MCQs), True or False Questions, Match the following, Image based Multiple Choice Questions	 $30 \times 1 = 30$ Marks
PART B Answer any Three Questions out of 6 Questions	 $3 \times 10 = 30$ Marks
Total Marks	60 Marks

BANKING		
Unit	Name of the Topics	Periods
I	Evolution of Banking Institutions Definition of Banking – Development of Banking – Banking System – Unit Banking – Branch Banking – Correspondent Banking – Group Banking – Chain Banking – Investment Banking – Mixed Banking – Deposit Banking – Co-operative Banks – Regional Rural Banks – Land Development Bank.	9
II	Functions of Commercial Banks Traditional – Social – Innovative – Diversified functions – Agency Functions – General utility services – Investment Policy – Social Responsibility of Banks – Investment policy of commercial Banks.	9
III	Reserve Bank of India – I Establishment – Organization – Functions – Significance – Clearing Houses – Meaning – Functions – Advantages.	9
IV	Reserve Bank of India – II Credit Control – Measures – Quantitative – Qualitative Control - Deposit Insurance Corporation of India.	8
V	Modern Banking Recent Development in Banking – Banking sector Reforms – the Banking Ombudsman Scheme, 1995. Modern Services rendered by Commercial Banks – Tele Banking Facility – E-Banking – Credit Card – Debit Card – Internet banking – E-Banking ATM - Core Banking Solution.- NEFT transfer- Online banking. No Frills Accounts – Lock Box and Night safe services – UPI -Cyber security.	10
	Total Periods	45

Reference Books :

1. Banking Theory Law and Practice by Sundharam KPM, Varshney PN Sultan Chand & Sons
2. Banking Theory Law and Practice by Gordon & Natarajan.
3. Modern Bank Management by P Shripathi Kalluraya, Jayavantha Nayak (Author), Sinchana Universal Publishers

Suggested List of Students Activities

1. **Group Discussions:** Assign topics related to banking and have students discuss and present their findings.
2. **Case Study Analysis:** Provide real-life case studies on banking institutions and have students analyze and present their solutions.
3. **Role-Playing:** Assign roles related to banking and have students act out scenarios.
4. **Research Projects:** Assign research projects on topics related to banking and have students present their findings.
5. **Presentation:** Have students prepare and present on topics related to banking.
6. **Essay Writing:** Assign essay topics related to banking and have students write and submit their essays.
7. **Poster Design:** Have students design posters on topics related to banking.
8. **Debates:** Assign debate topics related to banking and have students debate and present their arguments.

CPH202	FINANCIAL ACCOUNTING-II	L	T	P	C
Theory		3	1	0	4

Introduction

Financial Accounting is a branch of accounting that deals with the preparation of financial statements, providing stakeholders with a clear picture of a business's financial position and performance. This course covers Rectification of Errors, Bank Reconciliation, and Final Accounts, including adjustments, financial reporting, and analysis, to equip students with a comprehensive understanding of financial accounting principles and practices in a business context.

Course Objectives

The objectives of this course are to enable the students to:

1. **Understand and Prepare Trading Account:** Define trading account, explain its need, and prepare a trading account with direct expenses.
2. **Prepare Profit and Loss Account:** Identify indirect expenses and incomes, prepare a profit and loss account, and explain its advantages.
3. **Prepare Final Accounts:** Understand the introduction to final accounts, prepare trading, profit and loss account, and balance sheet with adjustments.
4. **Prepare Bank Reconciliation Statement:** Define bank reconciliation statement, explain its need, and prepare a bank reconciliation statement with favourable balances.
5. **Apply Accounting Concepts and Principles:** Apply accounting concepts, principles, and conventions in preparing financial statements and solving problems.

Course Outcomes

After successful completion of this course, the students will be able to:

1. **Accurate Financial Statements:** Prepare accurate and reliable financial statements, free from errors.
2. **Effective Bank Reconciliation:** Reconcile cash book and pass book balances, ensuring effective cash management.
3. **Comprehensive Final Accounts:** Prepare comprehensive final accounts, including trading accounts, profit and loss accounts, and balance sheets.
4. **Applied Accounting Knowledge:** Apply accounting adjustments and provisions, demonstrating in-depth accounting knowledge.
5. **Informed Business Decisions:** Provide stakeholders with comprehensive financial reports, enabling informed business decisions.

Pre-requisite: Fundamental accounting principles and terminology.

CO/PO Mapping

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2				2	
CO2	3	3				2	
CO3	3		2			2	
CO4	3	2					2
CO5	3	3				3	

Legend: 3-High Correlation, 2-Medium Correlation, 1-Low Correlation

Instructional Strategy

1. **Lecture Method:** Theoretical concepts will be explained through lectures, using visual aids like diagrams, charts, and graphs to facilitate understanding.
2. **Problem-Solving Approach:** Simple problems will be solved in class to illustrate the application of theoretical concepts, and students will be encouraged to practice solving problems on their own.
3. **Demonstration Method:** The preparation of financial statements, such as Trading Account, Profit and Loss Account, and Balance Sheet, will be demonstrated in class.
4. **Group Work:** Students will be divided into groups to work on assignments and case studies, promoting collaborative learning and discussion.
5. **Continuous Assessment:** Regular quizzes, assignments, and unit tests will be conducted to assess students' understanding and progress throughout the course.

Assessment Methodology

	Continuous Assessment (40 Marks)					End Semester Examination (60 marks)
	CA1	CA2	CA3	CA4	CA5	
Mode	Written test (Two units)	Written test (Another Two units)	Quiz-MCQ (Online / Offline)	Model Examination	Assignment	Written Examination
Duration	2 Periods	2 Periods	1 Period	2 Hours 30 Minutes	-	2 Hours 30 Minutes
Exam Marks	50	50	20	60	20	60
Converted to	10	10	5	5	20	60
Marks	Best One of CA1 & CA2 10		5	5	20	60
Tentative Schedule	6 th Week	12 th Week	13 th -14 th Week	16 th Week	Assignment I 12 th week Assignment II 14 th week	

CA 1 and CA 2: Assessment written test should be conducted for 50 Marks for two units. The marks scored will be converted to 10 Marks. Best one out of two will be considered for the internal assessment of 10 Marks.

CA1 and CA2 Assessment tests should be conducted for two units as below:

Part A : (5 x 2= 10 Marks)

Part B : (5 X 8 = 40 Marks)

Five questions (Minimum two questions from each unit) will be asked in Part A and students should answer all the questions. Five questions (Minimum two questions from each unit) will be asked in Part B and the students should answer all the questions

CA 3: 20 MCQs (Four MCQs from each unit) can be asked by covering the entire portion. It may be conducted by Online / Offline. The marks scored should be converted to 5 marks for the internal assessment.

CA 4: Model examination should be conducted as per the end semester question pattern. The marks should be converted to 5 marks for the internal assessment.

CA 5: Assignment I should be submitted for first three units at the end of 12th week for 20 marks and Assignment II should be submitted for last two units at the end of 14th week. Best one out of two will be considered for the internal assessment of 20 Marks.

Question Pattern:

Autonomous Examination - Question Paper Pattern

Time: 2 Hours 30 Minutes

Max.Marks:60

PART - A Six questions will be asked covering all the units. Minimum one question from each unit will be asked. Answer any Three questions. Each question carries 5 marks.

Theory: 2 Questions and Problem: 4 Questions.

PART- B Six questions will be asked covering all the units. Minimum one question from each unit will be asked. Answer any Three questions. Each question carries 15 marks.

Theory: 1 Question and Problem: 5 Questions.

Equal Weightage should be given for all the units of the syllabus.

PART A Answer any Three Questions from Question Numbers 1 to 6	3 X 5 = 15 Marks
PART B Answer any Three questions from Question Numbers 7 to 12	3 X 15 = 45 Marks
Total Marks	60 Marks

FINANCIAL ACCOUNTING - II		
Unit	Name of The Topics	Periods
I	Rectification of Errors Errors – Meaning – Classifications – Rectification of Errors – Basic principles for rectification of Errors – One Sided Errors-Errors of totaling or casting- Errors of carry forward- Errors of posting – Double sided errors (Simple Problems Only)	8
II	Bank Reconciliation Statement Meaning- pass book – Differences between cash book and Pass book – Bank Reconciliation statement – Causes of disagreement between balance shown by cash book and the balance shown by pass book – Procedures for preparing Bank Reconciliation statement format.(Simple Problems Only)	10
III	Final Accounts without Adjustments Final Accounts – Meaning and contents of Final Accounts – Trading Account – Profit & Loss Account – Balance sheet (without adjustments).(Simple Problems Only)	12
IV	Final Accounts with Adjustments (Preparation of Trading Account and Profit and Loss Account) Adjustments – Closing stock – Outstanding Expenses – Prepaid Expenses – Accrued income – Income received in Advance – Depreciation – Interest on Capital – Interest on Drawings – Interest on loan - Interest on Investments – Bad debts – Provision for bad debts and Doubtful debts – Provision for discount on Debtors – Provision for discount on Creditors – (Simple Problems Only)	10
V	Final Accounts with Adjustments (Preparation of Trading and Profit and Loss Account and Balance Sheet) Adjustments – Closing stock – Outstanding Expenses – Prepaid Expenses – Accrued income – Income received in Advance – Depreciation – Interest on Capital – Interest on Drawings – Interest on loan - Interest on Investments – Bad debts – Provision for bad debts and Doubtful debts – Provision for discount on Debtors – Provision for discount on Creditors – (Simple Problems Only)	20
	Total Periods	60

Reference books:

1. Principles of Accountancy - K.L. Nagarajan, N. Vinayagam & P.L. Mani
2. Financial Accounting - T.S. Reddy & A. Murthy
3. Advanced Accountancy - R.L. Gupta & Radhaswamy.
4. Advanced Accountancy - Jain & Narang.
5. Advanced Accounts - M.C. Shukla, T.S. Grewal & S. C Gupta,

Suggested List of Student Activities

1. **Group Discussions:** Assign topics related to financial accounting and have students discuss and present their findings.
2. **Case Study Analysis:** Provide real-life case studies of companies and have students analyze and present their financial statements.
3. **Problem-Solving Exercises:** Provide students with simple problems related to financial accounting and have them solve and present their solutions.
4. **Project Work:** Assign projects that require students to prepare financial statements, such as Trading Account, Profit and Loss Account, and Balance Sheet.
5. **Presentations:** Have students prepare and present on topics related to financial accounting, such as Bank Reconciliation Statement and rectification of errors.
6. **Debates:** Assign debate topics related to financial accounting and have students debate and present their arguments.
7. **Quiz and Games:** Organize quiz and games related to financial accounting to make learning fun and engaging.
8. **Guest Lectures:** Invite industry experts to give guest lectures on topics related to financial accounting.

CPH273	TYPEWRITING GTE ENGLISH PRE-JUNIOR	L	T	P	C
Practicum		0	0	4	2

Introduction:

In this course, you will embark on an exciting journey to develop your typing skills and enhance your English language proficiency. This course is designed to develop foundational typing skills. By the end of this course, you will be able to type accurately and efficiently, while also improving your grammar, vocabulary, and comprehension skills.

Course Objectives

The objectives of this course are to enable the students to:

1. Develop accurate and efficient typing skills, with a minimum speed of [25 words per minute]
2. Improve English language proficiency in grammar, vocabulary, and comprehension.
3. Apply typing skills to real-life situations, such as writing emails, letters, and documents correctly.
4. Demonstrate proper hand position, finger placement, and keyboarding techniques.
5. Increase confidence in typing through regular practice.

Course Outcomes

After successful completion of this course, the students will be able to:

- C01:** Type at a minimum speed of 25 words per minute with high accuracy.
- C02:** Demonstrate proper typing techniques and posture.
- C03:** Format documents according to standard guidelines.
- C04:** Exhibit improved typing confidence and reduced errors.
- C05:** Develop muscle memory and typing fluency.

Pre-requisite: Typewriting Basic level

CO/PO Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3			2			2
CO2	2			2			
CO3	3					2	
CO4	2			2			2
CO5	2			2			2

Legend: 3-High Correlation, 2-Medium Correlation, 1-Low Correlation

Instructional Strategy

1. Demonstration and Guided Practice: Instructor-led demonstrations and guided practice to introduce new typing skills and techniques.
2. Independent Practice: Students practice typing exercises and activities independently to reinforce new skills.
3. Formative Assessments: Regular quizzes and assessments to monitor student progress and adjust instruction.
4. Feedback and Assessment: Continuous feedback on performance and periodic assessments to track progress.
5. Interactive Activities: Engaging activities to reinforce learning and maintain student interest.

Assessment Methodology

	Continuous Assessment (40 Marks)			End Semester Examination (60 Marks)
	CA1	CA2	CA3	
Mode	Skill Test I	Skill Test II	Typing Sheet Records	Practical
Duration	10 Minutes	10 Minutes	-	10 Minutes
Exam Marks	50	50	20	60
Converted to	10	10	20	60
Marks	10	10	20	60
Tentative Schedule	6 th Week	12 th Week	13 th -14 th Week	

CA 1 and CA 2: Assessment skill test should be conducted for 50 Marks for speed I and speed II . The marks scored will be converted to 10 Marks.

CA 3: 20 marks are to be awarded for maintaining Typing sheet records. The marks scored should be taken for the internal assessment.

Note : To type on one side of the paper an ordinary printed passage without heading and not exceeding two paragraphs, consisting of 1,250 strokes, with the minimum capital letters, in double line spacing, with ten degrees margin on the left. Special attention must be paid to accuracy and neatness of execution.

TYPEWRITING GTE ENGLISH PRE-JUNIOR		
Unit	Name of the Topics	Periods
I	<p><u>Typewriting – Pre-junior – in 10 minutes. (25 words per minute)</u></p> <ul style="list-style-type: none"> • Keep the left edge of the paper at Zero degree. • Keep Left Marginal stop at the 10th degree. • Keep the Right Marginal stop at the 75th degree. • Leave 5 spaces before commencing a paragraph. • Avoid over-typing. • Do not leave additional line space between paragraphs while typing with double line spacing. • Always look at the passage and tap letter after letter in the passage. The attention taken out from the passage to the typing paper causes omissions and repetitions. • Always aim at "Perfection". • Always type with a uniform light touch. • Always use 2 sheets while inserting the paper, that is, Backing sheet should always be used. 	60
Total Periods		60

Note: Typewriting classes are to be conducted till the date of the Autonomous Typewriting practical Examination.

Practical Examination Question Paper should be prepared for 100 Marks and Final Marks Scored be converted to 60 Marks.

A candidate will be declared to have passed the examination of the subject only if he/she has secured the prescribed minimum 30 out of 60 marks and minimum 45 marks out of 100.

Question Pattern:

Autonomous practical Examination-Question Paper Pattern

Time: 10 Minutes.

Max.Marks:60

To type on one side of the paper an ordinary printed passage without heading and not exceeding two paragraphs, consisting of 1,250 strokes, with the minimum capital letters, in double line spacing, with ten degrees margin on the left. Special attention must be paid to accuracy and neatness of execution.

Typewrite the following in double line spacing, with a left margin of ten degrees (Special attention must be paid to accuracy and neatness):-

"Cut your coat according to the cloth" is a wise saying. It means that it is very necessary for us to live within our means. It is almost sure that a person who is extravagant and is in the habit of wasting money comes to grief in the long run. It is usual for some people to spend too much on marriages and festivals. Of course, if a man spends much on his own education or the education of his children, it may be excusable. It may prove helpful in one way or the other. In the same way, if money is spent on taking good diet which is simple but nourishing, it may be commendable. It is not condemnable. On the other hand, if a man spends too

much on clothes just to show off, it may not be pardonable. Many of us spend too much on the marriages of our children. Many have to take loans at high rates of interest. In such cases some are not able to repay the loans and have to suffer much. In the same way, it is the habit of many people to waste a lot of money on crackers, sweets and gifts during festivals.

One thing which cannot be excused is wasting of money on petrol by travelling too much when there is no need for it. Apart from individuals, some nations spend a lot of money on government functions and meetings unnecessarily.

Suggested list of students activities

1. Quizzes and tests on typing skills and English language proficiency
2. Projects and presentations that demonstrates typing skills and English language proficiency
3. Class work and homework assignments that assess typing skills and English language proficiency
4. Final typing speed and accuracy assessment

CPH274	PYTHON PROGRAMMING	L	T	P	C
Practical		0	0	4	2

Introduction

This comprehensive Python programming course is designed to provide students with a thorough understanding of the programming language, from fundamental concepts to advanced applications. The course is divided into five units, covering the basics of Python, data structures and algorithms, and specialized libraries for data analysis, business applications, and data visualization. Through a combination of theoretical instruction and hands-on lab exercises, students will gain practical skills in programming, data manipulation, and visualization, preparing them for real-world applications in various fields.

Course Objectives

The objectives of this course are to enable the students to:

1. **Understand Python Fundamentals:** Develop a solid grasp of Python programming basics, including data types, variables, control structures, functions, and object-oriented programming concepts.
2. **Apply Data Structures and Algorithms:** Learn to work with lists, tuples, dictionaries, and sets, and implement basic algorithms for searching, sorting, and data manipulation.
3. **Analyze and Visualize Data:** Master popular Python libraries (NumPy, Pandas, Matplotlib, Seaborn) to import, manipulate, analyze, and visualize data for business and scientific applications.
4. **Solve Real-World Problems:** Develop problem-solving skills using Python programming, applying concepts to practical scenarios in finance, inventory management, sales analysis, and customer relationship management.

5. **Develop Programming Expertise:** Enhance coding skills, logical thinking, and debugging techniques, enabling students to write efficient, readable, and well-documented Python code for various applications.

Course Outcomes

After successful completion of this course, the students will be able to:

1. **Proficiently Write Python Code:** Students will be able to write clean, efficient, and well-documented Python code to solve problems and accomplish tasks.
2. **Analyze and Interpret Data:** Students will be able to import, manipulate, analyze, and visualize data using popular Python libraries, drawing meaningful insights and conclusions.
3. **Apply Programming Concepts to Real-World Scenarios:** Students will be able to apply Python programming concepts to practical problems in finance, business, science, and other fields.
4. **Develop Problem-Solving Skills:** Students will develop logical thinking, debugging techniques, and problem-solving skills to tackle complex challenges.
5. **Prepare for Industry-Recognized Certifications and Careers:** Students will gain foundational knowledge and skills required for industry-recognized certifications (e.g., Python Institute's PCEP or PCAP) and entry-level positions in data analysis, scientific computing, and software development.

Pre-requisite: Basic Knowledge about computers

CO/PO Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
C01	3			3			2
C02	3	3		3			
C03	3	3	2				
C04		3	3				2
C05	3					2	3

Legend: 3-High Correlation, 2-Medium Correlation, 1-Low Correlation

Instructional Strategy

1. Active Learning

Encourage students to engage actively with course materials through discussions, group projects, problem-solving activities, and hands-on exercises.

2. Project-Based Learning

Assign real-world projects that integrate multiple concepts, requiring students to apply theoretical knowledge to practical problems.

3. Flipped Classroom

Reverse traditional lecture-homework format: deliver instructional content at home (e.g., videos, readings), and use class time for interactive activities and group work.

4. Collaborative Learning

Foster teamwork and communication among students through group projects, peer review, and class discussions.

5. Case Study Method

Use real-world scenarios or hypothetical cases to illustrate key concepts, encouraging critical thinking and problem-solving.

6. **Gamification**

Incorporate game design elements (e.g., rewards, competition, feedback) to increase student engagement and motivation.

7. **Blended Learning**

Combine traditional face-to-face instruction with online learning resources (e.g., videos, simulations, online discussions) to provide flexibility and personalized learning.

Assessment Methodology

	Continuous Assessment (40 Marks)		End Semester Examination (60 Marks)
	CA1	CA2	
Mode	Observation Submission	Practical Record Submission	Practical Examination
Duration	---	-----	3 hours
Exam Marks	20	20	60
Converted to	20	20	60
Marks	20	20	60

CA1: Observation Note Book should be maintained for all the exercises and 20 marks will be awarded for submission of Observation Note Book.

CA2: 20 Marks are to be awarded for Practical Record Submission at the end of the semester.

The details of the documents to be prepared as per the instruction below: The exercise should be completed on the day of practice. The same shall be evaluated for 10 marks on the day or the next day of practice before commencement of next exercise. The detailed date of the practices and its evaluations should be maintained in the log book and should be submitted for the verification.

Allocation of Marks for End Semester Examinations

S. No.	Description	Marks
A	Procedure 20 Marks	50
	Execution 20 Marks	
	Result 10 Marks	
B	Viva-Voce	10
Total Marks		60

PYTHON PROGRAMMING		
Unit	Name of the Topics	Periods
I	Introduction to Python <ul style="list-style-type: none"> • Introduction to Programming: <ul style="list-style-type: none"> ◦ What is programming? ◦ Types of programming languages ◦ Benefits of learning Python • Python Basics: <ul style="list-style-type: none"> ◦ Installation and setup ◦ Basic data types (numbers, strings, lists, tuples, dictionaries) ◦ Variables and assignments ◦ Operators (arithmetic, comparison, logical) ◦ Control flow statements (if-else, for loops, while loops) • Functions: <ul style="list-style-type: none"> ◦ Defining and calling functions ◦ Function arguments and return values 	12
II	Data Structures and Algorithms <ul style="list-style-type: none"> • Lists and Tuples: <ul style="list-style-type: none"> ◦ Operations on lists and tuples ◦ List comprehension • Dictionaries: <ul style="list-style-type: none"> ◦ Creating and accessing dictionaries ◦ Dictionary methods • Sets: <ul style="list-style-type: none"> ◦ Creating and manipulating sets • Basic Algorithms: <ul style="list-style-type: none"> ◦ Searching (linear, binary) ◦ Sorting (bubble, insertion, selection) 	12
III	Python Libraries for Data Analysis <ul style="list-style-type: none"> • NumPy: <ul style="list-style-type: none"> ◦ Creating and manipulating arrays ◦ Basic array operations ◦ Mathematical functions • Pandas: <ul style="list-style-type: none"> ◦ Reading and writing data (CSV, Excel) ◦ Data cleaning and preprocessing ◦ Data analysis and visualization 	12
IV	Python for Business Applications <ul style="list-style-type: none"> • Financial Calculations: 	12

	<ul style="list-style-type: none"> ○ Interest rate calculations ○ Present value and future value ○ Depreciation ● Inventory Management: <ul style="list-style-type: none"> ○ Tracking inventory levels ○ Calculating costs and profits ● Sales Analysis: <ul style="list-style-type: none"> ○ Analyzing sales data ○ Identifying trends and patterns ● Customer Relationship Management (CRM): <ul style="list-style-type: none"> ○ Basic CRM functionalities ○ Data management and analysis 	
V	Python for Data Visualization <ul style="list-style-type: none"> ● Matplotlib: <ul style="list-style-type: none"> ○ Creating basic plots (line, bar, scatter) ○ Customizing plots ● Seaborn: <ul style="list-style-type: none"> ○ Statistical data visualization ○ Exploring relationships between variables 	12
	Total Periods	60

PYTHON PROGRAMMING	
	List of Lab exercises
1	Write a python program to perform the simple arithmetic operations on two integer numbers.
2	Write a python program to calculate simple interest and compound interest.
3	Write a python program to find gross pay, deduction and net salary of an employee.
4	Write a python program to find whether the number is positive or negative.
5	Write a python program to display 10% discount if purchase amount is greater than Rs. 5000 otherwise no discount.
6	Write a python program to find the biggest among three numbers.
7	Write a python program to print "welcome" message 10 times.
8	Write a python program print first ten natural numbers.
9	Write a python program to find the factorial of given number.
10	Write a program to find the maximum and minimum number of an integer list.
11	Write a python program to perform the various operations on tuple.
12	Write a python program to perform the various operations on dictionary.

Suggested list of students' activities

Students will engage in a variety of activities to reinforce their learning:

1. Python Coding Challenges: Solve coding problems on platforms like LeetCode, HackerRank, or CodeWars.
2. Data Analysis Project: Use Pandas and NumPy to analyze and visualize real-world datasets.
3. Financial Calculator Development: Create a Python program to calculate interest rates, present value, and future value.
4. Inventory Management System: Design and implement an inventory tracking system using Python.
5. Sales Data Visualization: Use Matplotlib and Seaborn to visualize sales trends and patterns.
6. CRM System Development: Create a basic CRM system using Python to manage customer data.
7. Game Development: Build a simple game like Tic-Tac-Toe, Snake, or Hangman using Python.

CPH275	OFFICE AUTOMATION LAB - II	L	T	P	C
Practical		0	0	4	2

INTRODUCTION

This course is designed to provide you with a comprehensive understanding of essential tools and skills for managing and utilizing spreadsheets, databases, and web resources effectively. Whether you're looking to enhance your data management skills or improve your proficiency in using the Internet, this course will equip you with the knowledge and hands-on experience you need.

Course Objectives

The objectives of this course are to enable the students to:

1. **Develop proficiency in spreadsheet management:** Students will learn to create, manage, and analyze data using MS Excel, including functions, formulas, charts, and multiple sheet operations.
2. **Understand database concepts and management:** Students will understand database fundamentals, create and manage databases using MS Access, and learn to design forms, queries, and reports.
3. **Acquire internet and web browsing skills:** Students will comprehend the basics of the internet, web browsers, and online communication, including email management, search engines, and social networking.
4. **Enhance productivity through office automation tools:** Students will learn to efficiently use MS Office tools to automate tasks, manage files, and improve overall productivity.
5. **Apply technical skills in real-world scenarios:** Students will develop practical skills to apply MS Excel, MS Access, and internet technologies to solve problems and complete tasks in various professional settings.

Course Outcomes

After successful completion of this course, the students will be able to:

CO1: Create and manage spreadsheets effectively: Students will be able to design, develop, and manage spreadsheets using MS Excel, incorporating functions, formulas, charts, and multiple sheet operations.

CO2: Design and implement databases: Students will be able to plan, create, and manage databases using MS Access, including designing tables, forms, queries, and reports.

CO3: Utilize internet and web technologies efficiently: Students will demonstrate proficiency in using web browsers, search engines, email, and online tools to communicate, access information, and collaborate

CO4: Apply office automation tools to solve problems: Students will apply MS Office skills to automate tasks, manage files, and improve productivity in various professional contexts.

CO5: Demonstrate data analysis and interpretation skills: Students will analyze and interpret data from spreadsheets and databases, drawing meaningful conclusions and making informed decisions.

Pre-requisites: High School

CO/PO Mapping

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3			3			2
CO2	3	3		3			
CO3	3	3	2				
CO4		3	3				2
CO5	3					2	3

Legend: 3-High Correlation, 2-Medium Correlation, 1-Low Correlation

Instructional Strategy

The course will utilize a blend of instructional methods to facilitate learning:

1. **Lecture and Demonstration:** Instructor-led lectures and demonstrations to introduce new concepts and skills.
2. **Guided Practice:** Students work in pairs or small groups to practice skills and apply concepts under instructor guidance.
3. **Independent Practice:** Students work individually to complete Interactive exercises and practical assignments using MS Excel, MS Access, and web browsers skills and concepts learned.
4. **Collaborative Learning:** Students work in teams to complete projects and presentations, promoting peer-to-peer learning and communication.
5. **Technology-Enhanced Instruction:** Use of digital tools and resources, such as online tutorials, videos, and simulations, to enhance learning.
6. **Quizzes and Assessments:** Regular quizzes and assessments to evaluate understanding and progress.

Assessment Methodology

	Continuous Assessment (40 Marks)		End Semester Examination (60 Marks)
	CA1	CA2	
Mode	Observation Submission	Practical Record Submission	Practical Examination
Duration	---	-----	2 Hours 30 Minutes
Exam Marks	20	20	60
Converted to	20	20	60
Marks	20	20	60

CA1: Observation Note Book should be maintained for all the exercises and 20 marks will be awarded for submission of Observation Note Book.

CA2: 20 Marks are to be awarded for Practical Record Submission at the end of the semester.

The exercise should be completed on the day of practice. The same shall be evaluated for 10 marks on the day or the next day of practice before commencement of next exercise. The detailed date of the practices and its evaluations should be maintained in the log book and should be submitted for the verification.

Allocation of Marks for End Semester Examinations

S. No.	Description	Marks
A	Procedure	20 Marks
	Execution	20 Marks
	Result	10 Marks
B	Viva-Voce	10
Total Marks		60

OFFICE AUTOMATION LAB - II		
Unit	Name of the Topics	Periods
I	MS – Excel Introduction to Spreadsheets, Overview of a Worksheet, Creating Worksheet & Workbooks, Organizing files, Managing files & workbooks, Functions & Formulas, Working with Multiple sheets, Creating Charts & Printing Charts – Operating with MS Excel documents, which are already created and saved in MS Excel – Formula Editor Math, Menus, Toolbars, Formula Shortcut Keys.	30
II	MS – Access and Forms and Reports Introduction, Planning a Database, Starting Access, Access Screen, Database Concepts- Creating a New Database, Creating Tables, Working with Forms, Creating queries, Finding Information in Databases - Creating Reports, Types of Reports, Printing & Print Preview – Importing data from other databases viz. MS Excel .	15
III	Internet and Web Browsers Internet and Web Browsers: Definition & History of Internet - Uses of Internet - Definition of WebAddressing-URL-Different types of Internet Connections; Dial up connection, Broad band (ISDN, DSL, Cable), Wireless (Wi-Fi, Wi -Max, Satellite, Mobile) naming convention, browsers and its types, internet browsing, searching - Search Engines - Portals - Social Networking sites- Blogs - viewing a webpage, downloading and uploading the website; Creating an email-ID, e-mail reading, saving, printing, forwarding and deleting the mails, checking the mails, viewing and running file attachments, addressing with cc and bcc.	15
	Total Periods	60

Reference Books:

1. A first Course in Computers, Sanjay Saxena, Vikas Publishing House P.Ltd.
2. Microsoft Office in Easy steps, Stephen Copestake, Comdex Computer Publishing.

OFFICE AUTOMATION LAB - II	
Ex.No	List of Lab Exercises
	Ms-Excel Hands On Exercises
1	<p>Create a Statement in MS. Excel regarding particulars of 10 students of I Year MOP of your college. (Fields: Roll No., Name, Community, DOB , Age, Address, & 10th Mark. (Things to be Covered) Enter Two Titles. Enter the 1st and 2nd Titles in first and second rows with different font size and styles. Enter Roll No., Name, etc as Field names. Enter the Roll Number using Fill Handle. Enter 10 students' particulars. Centre the Titles. Insert a New Row between 5th and 6th Row. Enter a New Student's particulars in the new Row. Delete the Last row. Insert a New Column between 3rd and 4th Column for Sex. In the Sex column enter Sex = "M" or "F" Align all the Data in Centre. Save the File.</p>
2	<p>From the following given particulars prepare a Salary Statement in MS. Excel Worksheet.</p> <p>DEVI ENTERPRISES COIMBATORE– 641 044</p> <p>S. No., Emp - No., Name, Basic Pay, DA, HRA, Gross Pay, PF, IT, Deductions and Net Pay.</p> <p>Enter data for EMP-No., NAME, and BASIC PAY. Fill the S. No. Column with Auto series.</p> <ol style="list-style-type: none">(a) Calculate DA=90% of Basic Pay, HRA=5% of Basic Pay.(b) Calculate Gross Pay=Basic Pay + DA + HRA.(c) Calculate PF=6% of Basic Pay, IT = 10 % of Gross Pay.(d) Calculate deductions = PF+IT.(e) Calculate Net Pay = Gross Pay – Deductions.

3	<p>Create a result sheet containing Candidate's Register No., Name, and Marks for five subjects.</p> <p>Calculate Total Marks & Average Marks of 5 subjects (Use Fill handle).</p> <p>Calculate Average Marks of each student.</p> <p>Fill the Result Column by using the following condition.</p> <p>If a student secures 40 or more than 40 marks in each subject will adjudged as Pass, otherwise fail.</p> <p>Fill the Grade Column by using the following condition:</p> <p>If a student's result is pass and secures Average marks more than 75, he /she gets Distinction, more than 60, he/she gets I Class, otherwise II Class.</p> <p>Highlight the marks who secure less than 40, by using different colour.</p>																		
4	<p>Prepare line, bar and pie chart to illustrate the subject wise performance of the class for any one semester with the following data.</p> <table><tr><td>English</td><td>-</td><td>55%</td></tr><tr><td>Commerce</td><td>-</td><td>75%</td></tr><tr><td>Accountancy</td><td>-</td><td>80%</td></tr><tr><td>Computer</td><td>-</td><td>70%</td></tr><tr><td>Typewriting</td><td>-</td><td>90%</td></tr><tr><td>Economics</td><td>-</td><td>95%</td></tr></table>	English	-	55%	Commerce	-	75%	Accountancy	-	80%	Computer	-	70%	Typewriting	-	90%	Economics	-	95%
English	-	55%																	
Commerce	-	75%																	
Accountancy	-	80%																	
Computer	-	70%																	
Typewriting	-	90%																	
Economics	-	95%																	
5	Prepare consolidation of work sheets in MS. Excel. Prepare consolidation of I Qtr, II Qtr, III Qtr & IV Qtr sales Turnover of different Branches of a Company.																		
6	Create Pivot Table Report in MS Excel.																		
	<u>MS.ACCESS</u>																		
7	Creating a Data Base																		
8	Creating a Parent Table–Basic Data Table																		
9	Creating Form																		
10	Query: Extracting Data from single Table																		
	<u>INTERNET</u>																		
11.	Create an E-mail account, Retrieving messages from inbox, replying, attaching files filtering and forwarding																		
12	Viewing, saving and printing an e-mail received.																		
13	Searching a detail, downloading, saving and printing the data.																		

Suggested list of students' activities

Students will engage in a variety of activities to reinforce their learning:

1. **Excel Projects:** Create and manage spreadsheets with specified functions, formulas, and charts.
2. **Access Database Exercises:** Design a sample database, create forms, queries, and reports.
3. **Internet Tasks:** Search and present on various topics using different internet resources; manage and organize email communications.
4. **Interactive Simulations:** Participate in simulations to practice real-life scenarios involving spreadsheets and databases.
5. **Group Discussions:** Discuss and analyze case studies related to data management and internet usage.
6. Weekly quizzes on Excel, Access, and Internet concepts.
7. Midterm and final exams to assess knowledge and skills.
8. Exams on online safety and security best practices.
9. Final project presentations and evaluations.

List of Equipment and software:

- ❖ Desktop or Laptop computer
- ❖ Printer
- ❖ Software for **MS Excel and MS Access**

CPH276	PRACTICAL ACCOUNTING - II	L	T	P	C
Practical		0	0	2	1

Introduction

Accounts Practical is designed to deepen your understanding and process of applying accounting principles and concepts to real-world business transactions. You will learn how to differentiate between capital and revenue expenditures, prepare and correct trial balances, and prepare essential financial statements. It involves recording, classifying, and reporting financial information to stakeholders, such as investors, creditors, and management. This course will also address common accounting errors and their rectifications, ensuring you can handle real-world accounting scenarios effectively.

Course Objectives

The objectives of this course are to enable the students to:

1. **Understand Accounting Classifications:** To comprehend the distinction between capital and revenue transactions, including expenditures and receipts, and apply this knowledge to accurately classify financial transactions.
2. **Develop Trial Balance Preparation Skills:** To prepare trial balances using various methods, ensuring arithmetical accuracy and identifying debit and credit balances.
3. **Analyze Financial Performance:** To prepare manufacturing, trading, profit and loss accounts, and balance sheets from invoices and other financial data, calculating gross profit and understanding financial performance.
4. **Identify and Rectify Errors:** To recognize, classify, and rectify errors in accounting records, including errors of principle, omission, commission, and clerical errors, using suspense accounts when necessary.
5. **Apply Accounting Principles to Practical Scenarios:** To apply accounting concepts and principles to real-world scenarios, ensuring compliance with accounting standards and regulatory requirements.

Course Outcomes

After successful completion of this course, the students will be able to:

CO1: Classify Financial Transactions

Upon completion of this course, students will be able to accurately classify financial transactions into capital and revenue expenditures and receipts.

CO2: Prepare Financial Statements

Students will be able to prepare trial balances, manufacturing accounts, trading accounts, profit and loss accounts, and balance sheets in accordance with accounting standards.

CO3: Analyze Financial Performance

Students will be able to calculate gross profit, analyze financial performance, and interpret financial statements to inform business decisions.

CO4: Identify and Rectify Accounting Errors

Students will be able to identify, classify, and rectify errors in accounting records, ensuring accuracy and reliability of financial information.

CO5: Apply Accounting Principles and Standards

Students will be able to apply accounting principles, conventions, and standards to practical scenarios, demonstrating an understanding of accounting theory and its application in real-world contexts

Pre-requisite: Basic Accounting Knowledge

CO/PO Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2					1
CO2	3			2		1	
CO3	3	3			1		
CO4	3	3		2			
CO5	3		2				2

Legend: 3-High Correlation, 2-Medium Correlation, 1-Low Correlation

Instructional Strategy

The course will employ a variety of instructional methods to facilitate learning:

1. Lecture and Demonstration: Instructor-led lectures and demonstrations to introduce accounting concepts and principles.
2. Guided Practice: Students work in pairs or small groups to practice recording transactions, preparing financial statements, and analyzing financial data under instructor guidance.
3. Independent Practice: Students complete assignments and exercises on their own to reinforce learning and develop problem-solving skills.
4. Case Studies: Real-world case studies to apply accounting concepts and principles to practical scenarios.
5. Group Discussions: Group discussions to promote critical thinking, problem-solving, and communication skills.
6. Review sessions to reinforce learning outcomes.
7. **Group Work:** Collaborate on exercises and problems to enhance learning through peer interaction.

Assessment Methodology

	Continuous Assessment (40 Marks)		End Semester Examination (60 Marks)
	CA1	CA2	
Mode	Observation Submission	Practical Record Submission	Practical Examination
Duration	---	-----	2 Hours 30 Minutes
Exam Marks	20	20	60
Converted to	20	20	60
Marks	20	20	60

CA1: Observation Note Book should be maintained for all the exercises and 20 marks will be awarded for submission of Observation Note Book.

CA2: 20 Marks are to be awarded for Practical Record Submission at the end of the semester.

The exercise should be completed on the day of practice. The same shall be evaluated for 10 marks on the day or the next day of practice before commencement of next exercise. The detailed date of the practices and its evaluations should be maintained in the log book and should be submitted for the verification.

Allocation of Marks for End Semester Examinations

S. No.	Description	Marks
A	Written Test (1 EXERCISE) (The students shall be permitted to select any one exercise by lot.) (Procedure 30 Marks and Execution 20 Marks)	50
B	Viva-Voce	10
Total Marks		60

PRACTICAL ACCOUNTING -II		
UNIT	NAME OF TOPICS	Periods
I	Capital and Revenue Transaction Expenditure – Classification - Capital expenditure - Revenue expenditure - Deferred revenue expenditure -Comparison - Capital and revenue receipts	6
II	Trial Balance Debit Balance- Credit Balance – Arithmetical Accuracy - Methods of Preparation of Trial Balance	5
III	MANUFACTURING ACCOUNT AND TRADING ACCOUNT Preparation of Trading accounting or Manufacturing account based on invoice- Calculation of Closing stock- gross profit meaning – finding gross profit	7
IV	PROFIT AND LOSS ACCOUNT and Balance Sheet Preparation of profit and loss account based on invoice and Balance Sheet.	6
V	RETICFICATION OF ERRORS Meaning – types of errors – errors of principle - errors of omission- errors of commission – compensating errors - clerical errors- Suspense Account	6
	Total Periods	30

PRACTICAL ACCOUNTING -II	
Ex. No	List of Lab Exercises
1	Knowing the Considerations in determining capital and revenue Expenditures and Receipts and Examples of capital and revenue items
2	State with reasons whether the given items are capital or revenue.
3	Find out whether the balance of the accounts should be placed in the debit or the credit column of the trial balance.
4	Preparation of Trial Balance from the given Ledger Balances.
5	Preparation of correct Trial Balance from the Incorrect Trial Balance.
6	Preparation of Trading Account and find Gross Profit
7	Preparation of Manufacturing Account and find Gross Profit
8	Calculation of closing stock value
9	Preparation of Profit and Loss Account and find Net Profit
10	Preparation Balance Sheet from the given information.
11.	Pass adjustment entries and show how these appear in the final accounts
12.	Meaning of errors and its types.
13	Rectification of One-side and Two-side Errors.
14	Rectification of One-side and Two-side Errors with suspense account.

Suggested list of student activities

Students will participate in the following activities to reinforce their learning:

1. Analyzing and classifying transactions into capital and revenue categories.
2. Practicing trial balance preparation using sample data sets.
3. Calculating closing stock and gross profit in manufacturing/trading accounts.
4. Creating profit and loss accounts based on given invoices.
5. Identifying and rectifying errors in accounting records through case studies.
6. Participating in group discussions to share interpretations and solutions.

BEH171	Communicative English - II	L	T	P	C
Practicum		1	0	2	2

Introduction

Communication is the foundation for all human relationships and language is one of the prime tools of communication. Effective Communication relies on cognitive skills such as eloquent speech, vocabulary, reading comprehension and critical thinking. The current syllabus focuses on emphasizes Language Skills Listening, Speaking, Reading, and Writing. It enables the students to shed their inhibitions be confident in their approach and acquire the skills to build good working relationships in their career. It helps the student at the Diploma level to gain confidence and enhance them to face their career commitments with globalized standards.

Course Objectives

The objective of this course is to enable the students to

1. Improve the communicative competence in English.
2. Enhance the vocabulary and Listening and Speaking Skills.
3. Foster their confidence in group communication skills.
4. Learn the techniques of effective writing.
5. Enable them to communicate effectively and appropriately in real-life situations.

Course Outcomes

On successful completion of this course, the students will be able to

- CO1:** Communicate effectively using appropriate vocabulary and grammar across various context.
- CO2:** Identify and analyze sentences and its grammatical components
- CO3:** Apply the techniques of effective writing in professional setting.
- CO4:** Express themselves confidently in group communication.
- CO5:** Practice and apply Listening, Speaking, Reading and Writing skills in real life situations.

Pre-requisites: Nil

CO/PO Mapping

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	-	-	-	-	-	3	2
CO2	-	-	-	-	-	3	2
CO3	-	-	-	-	-	3	2
CO4	-	-	-	-	-	3	2
CO5	-	-	-	-	-	3	2

Legend: 3-High Correlation, 2-Medium Correlation, 1-Low Correlation

Instructional Strategy

The instructional strategy for Communicative English classes employs a learner-centered and communicative approach that focuses on active student participation and engagement. Here are some key strategies to be followed.

1. **Communicative Activities:** Activities that develop active vocabulary and encourage role plays and language games for everyday applications.
2. **Pair and Group Work:** Promotes student interaction in a confident way in day-to-day conversation. It also reinforces their language skills through communication with their peers.
3. **Authentic Materials:** News articles, videos, and podcasts develop comprehension and critical thinking skills.
4. **Task-Based Learning:** Implement task-based learning activities for students and use English for real-world purposes.
5. **Language Output and Output Balance:** Ensure a balance between language input like exposure to domain-specific vocabulary and grammar structures with examples. Enable language output by giving opportunities for students to build both receptive skills (Listening and Reading) and productive skills (Speaking and Writing).
6. **Use of Technology:** Technology tools and resources such as language learning Applications, online platforms, and virtual communication tools can be used to provide practice opportunities.

7. **Regular Assessment:** Formative and Summative assessments are conducted to gauge students' progress and encourage them in their language learning journey.

Assessment Methodology

	Continuous Assessment (40 Marks)				End Semester Examination (60 Marks)	
	CA1	CA2	CA3	CA4		
Mode	Lab Assessment	Lab Assessment	Model Examination	Record	Written Examination	Practical Examination
Duration	2 Hours		2½ Hours	-	1 ¼ Hours	1 ¼ Hours
Exam Marks	40	40	60	20	30	30
Converted to	10	10	10	-	60	
Marks	Best of CA1&CA2 10 Marks		10	20	60	

CA3 - Model Exam (Unit I, II, III, IV & V) – Speaking Skills and Reading Skills.

CA4 - Model Exam (Unit I, II, III, IV & V) – Theory, Listening Skills and Writing Skills.

End Semester Examination

Oral (Speaking and Reading Skills)

Written (Theory, Listening Skills and Writing Skills)

Selected lists will be provided in the e-Text Book wherever mentioned.

Communicative English II		
Unit	Name of the Topics	Periods
I	SITUATIONAL ENGLISH Theory (Prose): Science Fiction Story [Any Short Story with Technical Words] Focus on: a. Technical words [Textual] b. Conversions: Nouns, Verbs, Adjectives and Adverbs using affixes[Textual/General]	3
	PRACTICAL (Lab/Activity) Exercise No: 1	
	Listening a. Listening to Scientific and Technological Passages. <ul style="list-style-type: none"> Minimum 4 passages Conversions: Nouns, verbs, adjectives, and adverbs using affixes Minimum 5 conversions from each of the 4 passages b. One Word Substitution [Technical] <ul style="list-style-type: none"> Minimum 5 words from each passage (To be recorded in the Record Notebook)	6
	Speaking a. Process Description <ul style="list-style-type: none"> Making of working models and Lab procedures b. Situational dialogues: WH, Yes or No and Question Tags	
	Reading Short passages based on Professional Ethics	
	Writing a. Collocations of Technical Words (Match the Collocations) <ul style="list-style-type: none"> With 5 words in one set A selected list of 25 Collocations will be provided b. Punctuations, Abbreviations and Acronyms <ul style="list-style-type: none"> Sentences and Passages 	
II	FUNCTIONAL ENGLISH Theory (Poem): The Bangle Sellers by Sarojini Naidu Focus on: a. Poetry Comprehension (poetry lines to be given with related questions to be answered in one or two lines)	3

	b. Introduction to Descriptive Adjectives c. Fill in the blanks with suitable forms of adjectives (General)	
	<p style="text-align: center;">Listening</p> Listening to Lyrical Poems and noting down the Descriptive Adjectives	
	<p style="text-align: center;">PRACTICAL (Lab/Activity) Exercise No: 2</p>	
	<p>Speaking</p> a) Telephone Etiquette <ul style="list-style-type: none"> • Telephone Etiquette and Telephonic Conversation • Frame a Telephonic conversation with minimum 5 exchanges b) Homophones and their meanings (General) <ul style="list-style-type: none"> • A selected list of 25 homophones will be provided (To be recorded in the Record Notebook) 	6
	<p>Reading</p> a) Reading Comprehension (News Paper Editorials) Questions and Answers, Synonyms/ Antonyms, Completing the Sentence b) Newspaper Reading Practice is to be given.	
	<p>Writing</p> a) Resume writing b) Email writing (Business Letters and Job Application and Covering Letters)	
III	<p>EXPRESSIVE ENGLISH Theory (Prose): Narrative Essay: 'On Saying Please' by A.G. Gardiner</p> <p>Focus on:</p> a) MCQs (based on the Prose) b) Short questions with one or two-line answers (Prose) c) Reporting Dialogues <ul style="list-style-type: none"> • Textual/General • Change into Reported Speech 	3
	<p>Listening:</p> <ul style="list-style-type: none"> • Listen to Scientific Passages (Questions and Answers) <p>Speaking:</p> (a) Facing an Interview <ul style="list-style-type: none"> • Preparations (Checklist) (b) Body Language (Personal Etiquette) (c) Mock Interviews (Practical Model to be given)	

	PRACTICAL (Lab/Activity) Exercise No: 3	
	Reading <ul style="list-style-type: none"> • Reading Idiomatic Expressions with their meanings. • Matching the idioms with their meanings • 5 Idioms in each set • A selected list of 25 idioms with their meanings will be provided <p>(To be recorded in the Record Notebook)</p>	6
	Writing <ul style="list-style-type: none"> • Info graphics/Picture Reading (General/Technical) (Comprehending it as a Paragraph) 	
IV	EFFECTIVE ENGLISH Theory (Prose): General Prose Passage (Speech by a famous Indian Personality) Focus on: <ul style="list-style-type: none"> • Identification of Types of Sentences • Four Types: Assertive, Interrogative (Wh-type and Yes or No type), Imperative and Exclamatory (Textual/General) 	3
	Listening: Speeches of Great Personalities (Note-Taking)	
	Speaking: <ul style="list-style-type: none"> • Group Discussion (General Topics: Environmental and Creating Awareness) 	
	Reading: <ul style="list-style-type: none"> • Reading various types of sentences with intonation [Four Types: Assertive, Interrogative (Wh-type and Yes or No type) Imperative and Exclamatory (Falling Tone and Rising Tone)] 	
	PRACTICAL (Lab/Activity) Exercise No: 4	
	Writing <ul style="list-style-type: none"> • Advertisement Writing, Caption Writing, Poster Presentation (Classifieds: Educational, Rental, Real Estate, Automotive & Business Offers) • Minimum one from each classified <p>(To be recorded in the Record Notebook)</p>	6
V	CREATIVE ENGLISH Theory: Passages on Motivational Topics (Minimum 3) Focus on: <ol style="list-style-type: none"> a) Identification of Phrasal Verbs from the passages. (Textual) b) Phrasal Verbs [General] 	3

	<ul style="list-style-type: none"> • Framing sentences using the Phrasal Verbs: Textual and General • A selected list of 25 Phrasal Verbs will be provided under General Category 	
	Listening Listening to the Weather Reports (Fill up the information gaps)	
	PRACTICAL (Lab/Activity) Exercise No: 5	
	Speaking <ul style="list-style-type: none"> • Drafting a speech - Upcoming Trends (in their respective Branches) • Describing Oneself -Physical Features, Character Traits, Likes and Dislikes (Describe in Points under each aspect) (To be recorded in the Record Notebook)	6
	Reading Interpreting Graphics into Verbal (Pie Chart / Bar Diagram/FlowChart)	
	Writing <ul style="list-style-type: none"> (a) Completing a story (b) Caption writing for News Reports 	
	Total Periods	45

References:

1. Cambridge English Skills: Real Listening and Speaking by Miles Craven
2. Writing Better English for ESL Learners by Ed Swick
3. English Grammar in Use by Raymond Murphy
4. Practical English Usage by Michael Swan
5. Oxford Basics – Simple Reading Activities by Jill Hadfield. Charles Hadfield
6. Oxford Basics – Simple Speaking Activities by Jill Hadfield, Charles Hadfield

Web-based/Online Resources

1. <https://www.bbc.co.uk/learningenglish/>
2. <https://www.fluentu.com/>
3. <https://www.englishclub.com/>

Incorporate some of these activities in the Language Class

1. New Words and Meanings
2. Proverbs and its Meanings
3. Contextual Vocabulary
4. Frequently Mispronounced Words
5. Cross Word Puzzles (General/Technical)
6. Abbreviations (social media)
7. Newspaper Reading Practice
8. Debates

Suggested List of Student Activities

1. Presentation / Seminars by students on any recent technological development based on the branch of study.
2. Quizzes are to be conducted based on the course on a weekly / fortnightly basis.
3. Role Plays to Practice Speaking and Listening Skills.
4. Descriptive Presentations about a specific topic using appropriate vocabulary.
5. Language Games like word puzzles, vocabulary quizzes, and interactive games.
6. News Discussions to express their opinions on several topics.
7. Collaborative writing promotes teamwork which improves writing skills.

COMMUNICATIVE ENGLISH II											
Model Question Paper	Total Marks: 60										
	A LISTENING SKILLS (15 MARKS)										
I	Listen to the given poem/passage and fill in the gaps. (5 x 1=5)										
II	Listen to the speech of the (great personality) and take down notes (5 x 1=5)										
III	Listen to the (scientific passage) and answer the following questions. (5 x 1=5) 1 2 3 4 5										
	B GRAMMAR SKILLS (5 MARKS)										
IV	Fill in the blanks by choosing the appropriate an: (5 x 1=5) 1 2 3 4 5										
	C WRITING SKILLS (10 MARKS) Answer any Two of the following										
V	Match the Technical words and form collocations. (5 x 1=5) <table border="1" data-bbox="368 1144 876 1449"> <tbody> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </tbody> </table>										
VI	Email Writing (Business/Job Application). (5 x 1=5)										
VII	Write a paragraph of about 50 words using the given infographics/picture. (5 x 1=5)										
	D READING SKILLS (15 MARKS)										
VIII	Read the following sentences with proper Intonation. (5 x 1=5) 1 2 3 4 5										

IX	Interpret the given Graphics into Verbal. (Pie chart / BarDiagram / Flow chart) (Under any of the mentioned categories) (5 x 1=5)
X	Match the idiomatic expressions with their corresponding meanings. (5 idiomatic expressions in one set) (5 x 1=5)
	E SPEAKING SKILLS (15 MARKS)
XI	Frame questions using (WH / Yes or No) for the given situations. (5 Situations to be given) (5 x 1=5) 1 2 3 4 5
XII	Group Discussion: (Environmental / Creating Awareness) (based on the given topic) (5 x 1=5)
XIII	Describe Oneself: (Physical features / Character traits / Likes and dislikes) (Under any one of the aspects) (5 x 1=5)

II YEAR

SYLLABUS

III SEMESTER

Semester III

S. No.	Course Category	Course Type	Code	Course Title	L–T–P	Period	Credit	End Exam
1	Humanities & Social Science	Practicum	CPH301	English	2-0-1	45	3	Practical
2	Program Core	Theory	CPH302	Financial Accounting-III	4-0-0	60	4	Theory
3	Program Core	Practicum	CPH373	Business Statistics	2-0-2	60	3	Practical
4	Program Core	Practicum	CPH374	TW GTE English Junior Paper -I	1-0-4	75	3	Practical
5	Program Core	Practical	CPH375	Desktop Publishing – Lab	0-0-4	60	2	Practical
6	Program Elective			Elective – I	2-0-2	60	3	
7	Open Elective	Advance Skill Certification	ASH393	Advance Skill Certification – III	2-0-2	60	2	NA
8	Humanities & Social Science	Integrated Learning Experience		Growth Lab	**	45	0	**
9	Audit Course	Integrated Learning Experience		Induction Program – II	**	16	0	**
10	Audit Course	Integrated Learning Experience		I&E / Club Activity / Community Initiatives	**	16	0	**
11	Audit Course	Integrated Learning Experience		Shop Floor Immersion	**	08	0	**
12	Audit Course	Integrated Learning Experience		Student – Led Initiative	**	22	0	**
13	Audit Course	Integrated Learning Experience		Emerging Technology Seminars	**	8	0	**
14	Audit Course	Integrated Learning Experience		Health & Wellness	**	30	0	
Total						565	20	

Note: Test & Revisions - 60 Periods / Library Hours - 15 Periods

Elective – I

S. No.	Course Category	Course Type	Code	Course Title	L–T–P	Period	Credit	End Exam
1	Program Elective	Practical	CPH386	Web Designing Lab	2-0-2	60	3	Practical
2	Program Elective	Practicum	CPH387	Shorthand Theory- I	2-0-2	60	3	Practical

CPH301	ENGLISH	L	T	P	C
Practicum		2	0	1	3

Introduction:

This course is designed to introduce students to a wide range of literary works, including short stories, poems, and excerpts from novels - there only three sets in each which is presented for the detailed study, care has been taken to provide variety in theme, form, style and content. The selected prose texts and short stories explore themes of identity, relationships, nature, and personal growth which helps them not only to develop English Language skills but also to enrich their vocabulary and use words of & phrases in sentences. This in turn intended to foster critical thinking, empathy, and appreciation for diverse perspectives.

The poems aim at inculcating in the learner a sense of appreciation of human values and admiration at things, sensitivity and our responsibility to pass it to the next generations. Grammar serves as a tool for increasing the language repertoire and for understanding the construction of text.

Course Objectives

The objectives of the course are to enable the students to:

1. **Develop Reading Comprehension Skills:** Students will accurately interpret and analyze various texts, including prose, short stories, and poems.
2. **Improve Language Competency:** Students will master effective communication through diverse writing formats, including official correspondence, emails, and brochures.
3. **Enhance Grammar and Vocabulary:** Students will demonstrate a strong grasp of grammatical concepts and expand their vocabulary through the study of idioms, phrases, and homonyms.
4. **Foster Critical Thinking and Analysis:** Students will critically evaluate texts, identify themes and motifs, and construct well-supported arguments.
5. **Develop Effective Communication:** Students will articulate their thoughts clearly and confidently through both written and spoken language, preparing them for effective communication in real-life situations.

Course Outcomes

After successful completion of this course, the students will be able to:

CO1: Demonstrate Proficiency in Reading Comprehension: Upon completing the course, students will be able to accurately interpret and analyze various texts, including prose, short stories, and poems.

CO2: Apply Effective Communication Skills: Students will master effective communication through diverse writing formats, including official correspondence, emails, and brochures, and articulate their thoughts clearly and confidently through both written and spoken language.

CO3: Exhibit Strong Grammar and Vocabulary Skills: Students will demonstrate a strong grasp of grammatical concepts and expand their vocabulary through the study of idioms, phrases, and homonyms.

CO4: Analyze and Interpret Literary Texts: Students will critically evaluate texts, identify themes and motifs, and construct well-supported arguments, demonstrating their ability to think critically and analytically.

CO5: Integrate Language Skills in Real-Life Situations: Students will apply their language skills in real-life situations, preparing them for effective communication in academic, professional, and personal contexts.

Pre-requisite: Basic English

CO/PO Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
C01	2		1			1	
C02		3		1	1		
C03			2	1			1
C04		2	1		2	1	
C05	1					2	2

Legend: 3-High Correlation, 2-Medium Correlation, 1-Low Correlation

Instructional Strategy

1. Direct instruction: Presenting grammar rules and examples, Practicing grammar exercises,
2. Guided practice: Identifying errors in sentences, Completing grammar exercises
3. Independent practice: Writing paragraphs using grammar concepts, creating quizzes to test peers, Creating official documents
4. Modeling and demonstration: Showing examples of official correspondence, Demonstrating email writing
5. Reading comprehension strategies: Pre-reading discussion, Vocabulary building, Close reading, post-reading discussion
6. Critical thinking activities: Analyzing characters and themes, identifying literary devices', Making connections to real-life experiences
7. Writing activities: Summarizing the text, writing a book review, Creating a character sketch.

Assessment Methodology

	Continuous Assessment (40 Marks)				End Semester Examination (60 Marks)	
	CA1	CA2	CA3	CA4		
Mode	Lab Assessment	Lab Assessment	Written Exam	Record	Written Exam	Practical Exam
Duration	2 Hours		2 Hours	-	1 ¼ hours	1 ¼ hours
Exam Marks	40	40	40	20	30	30
Converted to	10	10	10	-	60	
Marks	Best of CA1&CA2 10marks		10	20	60	

ENGLISH		
Unit	Name of the Topics	Periods
I	PROSE <ol style="list-style-type: none"> 1. WE ARE WHAT WE EAT [SOURCE: WWW.NEWSIDENTIST.COM] 2. THE SERMON AT BENARES - Betty Renshaw 3. A VISIT TO CAMBRIDGE – Firdaus Kanga 	8
II	SHORT STORY <ol style="list-style-type: none"> 1. THE WORLD OF OPPORTUNITIES - Adapted from Sudha Murthy’s Memoir 2. LITTLE THINGS MATTER - A. P. J. Abdul Kalam’s Memoir 3. THE THEIF’S STORY – Ruskin Bond 	8
III	POEM <ol style="list-style-type: none"> 1. LOTUS – Thoru Dutt 2. MENDING WALL – Robert Frost 3. LEISURE- William H. Davis 	9
IV	GRAMMAR <ol style="list-style-type: none"> 1. Modal Verbs 2. Concord 3. Tenses 4. Degrees of Comparison 5. Question Tags 6. Passive voice 7. Idioms & phrases 8. Homonyms /Homophones 9. Identify the errors in the sentence 10. Antonyms 11. Frame ‘wh’ questions 12. Prefixes and suffixes 	10
V	LANGUAGE COMPETENCY <ol style="list-style-type: none"> 1. Official Correspondence [Leave Letter/Permission Letter/Letter of Application] 2. Email – Invitation, Enquiry, Seeking clarification 3. Brochures for Programmes & Events 4. Minutes of the Meeting 5. Poster writing 6. Rearrange an event in an correct order 7. Write a name and describe each letter with an adjective 	10
	Total Periods	45

Record Writing Exercises

LANGUAGE COMPETANCY

- Official Correspondence [Permission/Job application letter/ bonafide/TC] (4)
- E Mail – Invitation, Enquiry, Complaint(3)
- Brouchers for Programme /Event (2)
- Minutes of the meeting(1)
- Poster writing(2)
- Rearrange an event in an correct order(1)
- Write a name and describe each letter with an adjective(2)
- Idioms and Phrases (25)
- Homophones (25)
- Instruction Writing – [How do you reach your college starting from your home?]

THE SERMON AT BENARES

GAUTAMA Buddha (563 B.C.– 483 B.C.) began life as a prince named Siddhartha Gautama, in northern India. At twelve, he was sent away for schooling in the Hindu sacred scriptures and four years later he returned home to marry a princess. They had a son and lived for ten years as befitted royalty. At about the age of twenty-five, the Prince, heretofore shielded from the sufferings of the world, while out hunting chanced upon a sick man, then an aged man, then a funeral procession, and finally a monk begging for alms. These sights so moved him that he at once went out into the world to seek enlightenment concerning the sorrows he had witnessed. He wandered for seven years and finally sat down under a peepal tree, where he vowed to stay until enlightenment came. Enlightened after seven days, he renamed the tree the Bodhi Tree (Tree of Wisdom) and began to teach and to share his new understandings. At that point he became known as the Buddha (the Awakened or the Enlightened). The Buddha preached his first sermon at the city of Benares, most holy of the dipping places on the River Ganges; that sermon has been preserved and is given here. It reflects the Buddha's wisdom about one inscrutable kind of suffering.

Kisa Gotami had an only son, and he died. In her grief she carried the dead child to all her neighbours, asking them for medicine, and the people said, "She has lost her senses. The boy is dead."

At length, Kisa Gotami met a man who replied to her request, "I cannot give thee medicine for thy child, but I know a physician who can."

And the girl said, "Pray tell me, sir; who is it?" And the man replied, "Go to Sakyamuni, the Buddha."

Kisa Gotami repaired to the Buddha and cried, "Lord and Master, give me the medicine that will cure my boy."

The Buddha answered, "I want a handful of mustard-seed." And when the girl in her joy promised to procure it, the Buddha added, "The mustard-seed must be taken from a house where no one has lost a child, husband, parent or friend."

Poor Kisa Gotami now went from house to house, and the people pitied her and said, "Here is mustard-seed; take it!" But when she asked, "Did a son or daughter, a father or mother, die in your family?" they answered her, "Alas! The livings are few, but the dead are many. Do not remind us of our deepest grief." And there was no house but some beloved one had died in it.

Kisa Gotami became weary and hopeless, and sat down at the wayside watching the lights of the city, as they flickered up and were extinguished again. At last the darkness of the night reigned everywhere. And she considered the fate of men that their lives flicker up and are extinguished again. And she thought to herself, "How selfish am I in my grief! Death is common to all; yet in this valley of desolation there is a path that leads him to immortality who has surrendered all selfishness."

The Buddha said, "The life of mortals in this world is troubled and brief and combined with pain. For there is not any means by which those that have been born can avoid dying; after reaching old age there is death; of such a nature are living beings. As ripe fruits are early in danger of falling, so mortals when born are always in danger of death. As all earthen vessels made by the potter end in being broken, so is the life of mortals. Both young and adult, both those who are fools and those who are wise, all fall into the power of death; all are subject to death.

"Of those who, overcome by death, depart from life, a father cannot save his son, nor kinsmen their relations. Mark! while relatives are looking on and lamenting deeply, one by one mortals are carried off, like an ox that is led to the slaughter. So the world is afflicted with death and decay, therefore the wise do not grieve, knowing the terms of the world.

"Not from weeping nor from grieving will anyone obtain peace of mind; on the contrary, his pain will be the greater and his body will suffer. He will make himself sick and pale, yet the dead are not saved by his lamentation. He who seeks peace should draw out the arrow of lamentation, and complaint, and grief. He who has drawn out the arrow and has become composed will obtain peace of mind; he who has overcome all sorrow will become free from sorrow, and be blessed."

**[Source: Betty Renshaw Values and Voices: A College Reader
(1975)]**

A VISIT TO CAMBRIDGE

Cambridge was my metaphor for England, and it was strange that when I left it had become altogether something else, because I had met Stephen Hawking there.

It was on a walking tour through Cambridge that the guide mentioned Stephen Hawking, 'poor man, who is quite disabled now, though he is a worthy successor to Issac Newton, whose Chair he has at the university.'

And I started, because I had quite forgotten that this most brilliant and completely paralysed astrophysicist, the author of *A Brief History of Time*, one of the biggest best-sellers ever, lived here.

When the walking tour was done, I rushed to a phone booth and, almost tearing the cord so it could reach me outside, phoned Stephen Hawking's house. There was his assistant on the line and I told him I had come in a wheelchair from India (perhaps he thought I had propelled myself all the way) to write about my travels in Britain. I had to see Professor Hawking — even ten minutes would do. "Half an hour," he said. "From three-thirty to four."

And suddenly I felt weak all over. Growing up disabled, you get fed up with people asking you to be brave, as if you have a courage account on which you are too lazy to draw a cheque. The only thing that makes you stronger is seeing somebody like you, achieving something huge. Then you know how much is possible and you reach out further than you ever thought you could.

"I haven't been brave," said his disembodied computer-voice, the next afternoon. "I've had no choice."

Surely, I wanted to say, living creatively with the reality of his disintegrating body was a choice? But I kept quiet, because I felt guilty every time I spoke to him, forcing him to respond. There he was, tapping at the little switch in his hand, trying to find the words on his computer with the only bit of movement left to him, his long, pale fingers. Every so often, his eyes would shut in frustrated exhaustion. And sitting opposite him I could feel his anguish, the mind buoyant with thoughts that came out in frozen phrases and sentences stiff as corpses.

"A lot of people seem to think that disabled people are chronically unhappy," I said. "I know that's not true myself. Are you often laughing inside?"

About three minutes later, he responded, "I find it amusing when people patronise me."

"And do you find it annoying when someone like me comes and disturbs you in your work?"

The answer flashed. "Yes." Then he smiled his oneway smile and I knew, without being sentimental or silly, that I was looking at one of the most beautiful men in the world.

A first glimpse of him is shocking, because he is like a still photograph — as if all those pictures of him in magazines and newspapers have turned three-dimensional.

Then you see the head twisted sideways into a slump, the torso shrunk inside the pale blue shirt, the wasted legs; you look at his eyes which can speak, still, and they are saying something huge and urgent — it is hard to tell what. But you are shaken because you have seen something you never thought could be seen.

Before you, like a lantern whose walls are worn so thin you glimpse only the light inside, is the incandescence of a man. The body, almost irrelevant, exists only like a case made of shadows. So that I, no believer in eternal souls, know that this is

what each of us is; everything else an accessory.

"What do you think is the best thing about being disabled?" I had asked him earlier. "I don't think there is anything good about being disabled." "I think," I said, "you do discover how much kindness there is in the world." "Yes," he said; it was a disadvantage of his voice synthesiser that it could convey no inflection, no shades or tone.

And I could not tell how enthusiastically he agreed with me. Every time I shifted in my chair or turned my wrist to watch the time — I wanted to make every one of our thirty minutes count — I felt a huge relief and exhilaration in the possibilities of my body. How little it mattered then that I would never walk, or even stand.

I told him how he had been an inspiration beyond cliché for me, and, surely, for others — did that thought help him?

"No," he said; and I thought how foolish I was to ask. When your body is a claustrophobic room and the walls are growing narrower day by day, it doesn't do much good to know that there are people outside smiling with admiration to see you breathing still.

"Is there any advice you can give disabled people, something that might help make life better?"

"They should concentrate on what they are good at; I think things like the disabled Olympics are a waste of time."

"I know what you mean." I remembered the years I'd spent trying to play a Spanish guitar considerably larger than I was; and how gleefully I had unstrung it one night.

The half-hour was up. "I think I've annoyed you enough," I said, grinning. "Thank you for..."

"Stay." I waited. "Have some tea. I can show you the garden."

The garden was as big as a park, but Stephen Hawking covered every inch, rumbling along in his motorised wheelchair while I dodged to keep out of the way. We couldn't talk very much; the sun made him silent, the letters on his screen disappearing in the glare.

An hour later, we were ready to leave. I didn't know what to do. I could not kiss him or cry. I touched his shoulder and wheeled out into the summer evening. I looked back; and I knew he was waving, though he wasn't. Watching him, an embodiment of my bravest self, the one I was moving towards, the one I had believed in for so many years, alone, I knew that my journey was over. For now.

FIRDAUS KANGA from Heaven on Wheels

WE ARE WHAT WE EAT

People across the globe enjoy special food habits that reflect their culture. Offering food expresses a willingness to share cherished values with others. People enjoying such offers accept not only the food but also their culture.

Read the following sayings:

- You are what you eat.
- Breakfast like a king, lunch like a prince and supper like a beggar.
- One man's meat is another man's poison.
- Don't dig your grave with your own knife and fork.
- Let food be your medicine and medicine be your food.

Studies are proving that what we eat can have a huge effect on our brain. This, in turn, may affect how we think and learn. Students, in particular are advised to take note of the 'brain foods' they should be eating in order to do better at school or college.

First, put up your hands if you eat breakfast. Many studies have shown that students who do not have breakfast regularly do less well in memory and concentration tests than those who eat. Of course, it's not just the food that you eat but the mixture of food that is equally important.

A combination of carbohydrates, which stimulates attention span and memory, and proteins, which have a calming effect on the nervous system provide the best mix to ensure that children in school – and workers in offices are mentally ready for the day ahead. Children who breakfast on sugary drinks and nutrient poor junk food have been shown to have the same memory ability and attention span as an average 70 year old.

Food such as eggs, whole meal bread, yoghurt, beans, salad, vegetables, berries and blueberries are ideal food to kick-start the brain in the morning and to refuel throughout the day, to keep students alert and able to learn effectively.

Currently, oily fish, nuts and seeds are at the top of the brain food class due to the fact that they all contain 'Omega 3' fatty acids. Eating such food will give you a range of learning benefits, which include improved memory, attention span and thinking skills and the delay of age-related brain diseases.

On the other hand, there is evidence linking the consumption of food high in processed fats and sugars to a range of serious mental health disorders.

Source:

www.newscientist.com

Source: Kerala state textbook for Class XI - Communicative English

THE THIEF'S STORY-- RUSKIN BOND

I was still a thief when I met Anil. And though only 15, I was an experienced and fairly successful hand.

Anil was watching a wrestling match when I approached him. He was about 25 — a tall, lean fellow — and he looked easy-going, kind and simple enough for my purpose. I hadn't had much luck of late and thought I might be able to get into the young man's confidence.

"You look a bit of a wrestler yourself," I said. A little flattery helps in making friends.

"So do you," he replied, which put me off for a moment because at that time I was rather thin.

"Well," I said modestly, "I do wrestle a bit."

"What's your name?"

"Hari Singh," I lied. I took a new name every month. That kept me ahead of the police and my former employers.

After this introduction, Anil talked about the well-oiled wrestlers who were grunting, lifting and throwing each other about. I didn't have much to say. Anil walked away. I followed casually.

"Hello again," he said.

I gave him my most appealing smile. "I want to work for you," I said.

"But I can't pay you."

I thought that over for a minute. Perhaps I had misjudged my man. I asked, "Can you feed me?"

"Can you cook?"

"I can cook," I lied again. "If you can cook, then may be I can feed you."

He took me to his room over the Jumna Sweet Shop and told me I could sleep on the balcony. But the meal I cooked that night must have been terrible because Anil gave it to a stray dog and told me to be off. But I just hung around, smiling in my most appealing way, and he couldn't help laughing.

Later, he patted me on the head and said never mind, he'd teach me to cook. He also taught me to write my name and said he would soon teach me to write whole sentences and to add numbers. I was grateful. I knew that once I could write like an educated man there would be no limit to what I could achieve.

It was quite pleasant working for Anil. I made the tea in the morning and then would take my time buying the day's supplies, usually making a profit of about a rupee a day. I think he knew I made a little money this way but he did not seem to mind.

Anil made money by fits and starts. He would borrow one week, lend the next. He kept worrying about his next cheque, but as soon as it arrived he would go out and celebrate. It seems he wrote for magazines — a queer way to make a living!

One evening he came home with a small bundle of notes, saying he had just sold a book to a publisher. At night, I saw him tuck the money under the mattress. I had been working for Anil for almost a month and, apart from cheating on the shopping, had not done anything in my line of work.

I had every opportunity for doing so. Anil had given me a key to the door, and I could come and go as I pleased. He was the most trusting person I had ever met. And that is why it was so difficult to rob him. It's easy to rob a greedy man, because he can afford to be robbed; but it's difficult to rob a careless man — sometimes he doesn't even notice he's been robbed and that takes all the pleasure out of the work.

Well, it's time I did some real work, I told myself; I'm out of practice. And if I don't take the money, he'll only waste it on his friends. After all, he doesn't even pay me. Anil was asleep. A beam of moonlight stepped over the balcony and fell on the bed. I sat up on the floor, considering the situation. If I took the money, I could catch the 10.30 Express to Lucknow. Slipping out of the blanket, I crept up to the bed. Anil was sleeping peacefully. His face was clear and unlined; even I had more marks on my face, though mine were mostly scars.

My hand slid under the mattress, searching for the notes. When I found them, I drew them out without a sound. Anil sighed in his sleep and turned on his side, towards me. I was startled and quickly crawled out of the room.

When I was on the road, I began to run. I had the notes at my waist, held there by the string of my pyjamas. I slowed down to a walk and counted the notes: 600 rupees in fifties! I could live like an oil-rich Arab for a week or two.

When I reached the station I did not stop at the ticket office (I had never bought a ticket in my life) but dashed straight to the platform. The Lucknow Express was just moving out. The train had still to pick up speed and I should have been able to jump into one of the carriages, but I hesitated — for some reason I can't explain — and I lost the chance to get away.

When the train had gone, I found myself standing alone on the deserted platform. I had no idea where to spend the night. I had no friends, believing that friends were more trouble than help. And I did not want to make anyone curious by staying at one of the small hotels near the station. The only person I knew really well was the man I had robbed. Leaving the station, I walked slowly through the bazaar.

In my short career as a thief, I had made a study of men's faces when they had lost their goods. The greedy man showed fear; the rich man showed anger; the poor man showed acceptance. But I knew that Anil's face, when he discovered the theft, would show only a touch of sadness. Not for the loss of money, but for the loss of trust.

I found myself in the maidan and sat down on a bench. The night was chilly — it was early November — and a light drizzle added to my discomfort. Soon it was raining quite heavily. My shirt and pyjamas stuck to my skin, and a cold wind blew the rain across my face.

I went back to the bazaar and sat down in the shelter of the clock tower. The clock showed midnight. I felt for the notes. They were damp from the rain.

Anil's money. In the morning he would probably have given me two or three rupees to go to the cinema, but now I had it all. I couldn't cook his meals, run to the bazaar or learn to write whole sentences any more.

I had forgotten about them in the excitement of the theft. Whole sentences, I knew, could one day bring me more than a few hundred rupees. It was a simple matter to steal — and sometimes just as simple to be caught. But to be a really big man, a clever and respected man, was something else. I should go back to Anil, I told myself, if only to learn to read and write.

I hurried back to the room feeling very nervous, for it is much easier to steal something than to return it undetected. I opened the door quietly, then stood in the doorway, in clouded moonlight. Anil was still asleep. I crept to the head of the bed, and my hand came up with the notes. I felt his breath on my hand. I remained still for a minute. Then my hand found the edge of the mattress, and slipped under it with the notes.

I awoke late next morning to find that Anil had already made the tea. He stretched

out his hand towards me. There was a fifty-rupee note between his fingers. My heart sank. I thought I had been discovered.

"I made some money yesterday," he explained. "Now you'll be paid regularly."

My spirits rose. But when I took the note, I saw it was still wet from the night's rain. "Today we'll start writing sentences," he said.

He knew. But neither his lips nor his eyes showed anything. I smiled at Anil in my most appealing way. And the smile came by itself, without any effort.

THE WORLD OF OPPORTUNITIES

Adapted from Sudha Murthy's Memoir

It was probably the April of 1974. Bangalore was getting warm and gulmohars were blooming at the IISc campus. I was the only girl in my postgraduate department and was staying at the ladies' hostel. Other girls were pursuing research in different departments of Science.

I was looking forward to going abroad to complete a doctoral thesis in computer science. I had been offered scholarships from Universities in the US. I had not thought of taking up a job in India. One day, on the way to my hostel from our lecture-hall complex, I saw an advertisement on the notice board. It was a standard job-requirement notice from the famous automobile company Telco (now Tata Motors). It stated that the company required young, bright engineers, hardworking with an excellent academic background, etc.

At the bottom was a small line: "Lady candidates need not apply." I read it and was very upset. For the first time in my life I was up against gender discrimination.

Though I was not keen on taking up the job, I took it as a challenge. I had done extremely well in academics, better than most of my male peers. Little did I know then that in real life academic excellence is not enough to be successful.

After reading the notice I went fuming to my room. I decided to inform the topmost person in the Telco management about the injustice the company was perpetrating.

I got a postcard and started to write, but there was a problem: I did not know who headed Telco I thought it must be one of the Tatas. I knew JRD Tata was the head of the Tata Group; I had seen his pictures in newspapers. I took the card, addressed it to JRD and started writing. I remember that I expressed my protest against Telco for discriminating candidates on the basis of gender.

I posted the letter and forgot about it.

Around 10 days later, I received a telegram stating that I had to appear for an interview at Pune. I was taken aback by the telegram. My hostel mate told me I should use the opportunity to go to Pune free of cost and buy them the famous Pune saris for cheap!

I collected Rs 30 each from everyone who wanted a sari. When I look back, I feel like laughing at the reasons for my going, but back then, they seemed good enough to make the trip.

It was my first visit to Pune and I immediately fell in love with the city. To this day it remains dear to me. I feel as much at home in Pune as I do in Hubli, my hometown. The place changed my life in many ways. As directed, I went to the Telco office for the interview. There were six people on the panel and I realized then that this was serious business.

"This is the girl who wrote to JRD," I heard somebody whisper as I entered the

room. I knew for sure that I would not get the job. The realization drove away all fear from my mind. So I was rather cool at the interview.

Even before the interview started, I reckoned the panel was biased, so I told them, rather impolitely, "I hope this is only a technical interview."

They were taken aback by my rudeness, and even today I feel ashamed about my attitude. The panel asked me technical questions and I answered all of them. Then an elderly gentleman with an affectionate voice told me, "Do you know why we said lady candidates need not apply? The reason is that we have never employed any ladies on the shop floor. This is not a co-ed college; this is a factory. When it comes to academics, you are a first ranker throughout. We appreciate that, but people like you should work in research laboratories.

I was a young girl from the small-town Hubli. My world had been a limited place. I did not know the ways of large corporate houses and their difficulties, so I answered, "But you must start somewhere, otherwise no woman will ever be able to work in your factories."

Finally, after a long interview, I was told I had been successful. So this was what the future had in store for me. Never had I thought I would take up a job in Pune. I met a shy young man from Karnataka there; we became good friends and got married.

It was only after joining Telco that I realized who JRD was: the uncrowned king of Indian industry. Now I was scared, but I did not get to meet him till I was transferred to Bombay. One day I was in his office on the first floor of Bombay House (the Tata headquarters).

Suddenly JRD walked in. That was the first time I saw "appro JRD". Appro means "our" in Gujarati.

I was feeling very nervous, thinking of my postcard episode. Our chairman introduced me generously, "This young woman is an engineer and that too a postgraduate. She is the first woman to work on the Telco shop floor." JRD looked at me. I was praying he would not ask me any questions about my interview (or the postcard that preceded it).

Thankfully, he didn't. Instead, he remarked. "It is nice that girls are getting into engineering in our country. By the way, what is your name?"

"When I joined Telco I was Sudha Kulkarni, sir," I replied. "Now I am Sudha Murthy. He smiled kindly, initiating a discussion with our chairman. As for me, I almost ran out of the room.

After that I used to see JRD on and off. He was the Tata Group Chairman and I was only an engineer. There was nothing that we had in common. I was in awe of him.

One day I was waiting for Murthy, my husband, to pick me up after office hours. To my surprise I saw JRD standing next to me. I did not know how to react. Yet again I started worrying about the postcard. Looking back, I realize JRD had forgotten about it. It must have been a small incident for him, but not so for me.

"Young lady, why are you here?" he asked. "Office time is over." I said, "Sir, I'm waiting for my husband to come and pick me up." JRD said, "It is getting dark and there's no one in the corridor. I'll wait with you till your husband comes."

I was quite used to waiting for Murthy, but having JRD waiting alongside made me extremely uncomfortable.

I was nervous. Out of the corner of my eye I looked at him. He wore simple white pants and shirt. He was old, yet his face was glowing. There wasn't any air of superiority about him. I kept thinking, "Look at this person. He is a chairman, a well-

respected man in our country and he is waiting for the sake of an ordinary employee."

Seeing Murthy I rushed out. JRD called and said, "Young lady, tell your husband never to make his wife wait again." In 1982 I had to resign from my job at Telco. I was reluctant to go, but I really did not have a choice. I was coming down the steps of Bombay House wrapping up my final settlement when I saw JRD walking towards me. He was absorbed in thought. I wanted to say goodbye to him, so I stopped.

He saw me and paused. Gently, he said, "So what are you doing, Mrs Kulkarni?" (That was the way he always addressed me.) "Sir, I am leaving Telco."

"Where are you going?" he asked. "Pune, Sir. My husband is starting a company called Infosys and I'm shifting to Pune."

"Oh! And what will you do when you are successful?"

"Sir I don't know whether we will be successful." "Never start with diffidence," he advised me. "Always start with confidence. When you are successful you must give back to society. Society gives us so much; we must reciprocate. I wish you all the best."

Having said, JRD continued walking up the stairs. I stood there for what seemed like a millennium. That was the last time I saw him alive. JRD respected the intentions of an unknown girl, who had neither influence nor money, and gave her an opportunity in his company. He had not merely given her a job; he had changed her life and mindset forever indeed!

Little Things Matter

- A. P. J. Abdul Kalam

Every morning a large pile of newspapers, in English and Tamil, is delivered to me. During my travels abroad I stay in touch with news from India. I do this by going online to read news articles and editorials in magazines and papers.

I was born in the year 1931. When I was about eight, World War II broke out. Daily life, however, remained fairly unaffected initially, particularly for us in the southern tip of the country. The only source of information about the outside world was the newspaper. The agency that distributed newspapers was run by my cousin Samsuddin. Along with Jalalluddin, he was a big influence in my early life.

Samsuddin had great affection for me and encouraged me in so many ways, that he became a guiding light for me. Samsuddin's newspaper agency was the only one in Rameswaram. There were about a thousand literate people in the town, and he delivered newspapers to all of them. The papers carried news about the Independence Movement that was heading towards a crescendo at time. These news items would be read and discussed among everyone. There would also be news from the war front, about Hitler and the Nazi army. The Tamil paper Dinamani was the most popular of all.

The way the papers reached Rameswaram was quite unique. They came by morning train and were kept at Rameswaram station. From there they had to be collected and sent to all the subscribers. This was Samsuddin's business and he managed it effortlessly. However, as World War II raged, it affected the newspaper delivery business in a strange way.

The British government had placed a number of sanctions and rations on

goods. Something like a state of emergency now prevailed in the country. Our large family felt the difficulties acutely. Food, clothes, the needs of the babies of the household, all became difficult to procure. As the difficulties of the war continued to affect us, Samsuddin came up with a proposal that excited and delighted me. One fallout of the conditions was that the rail stop at Rameswaram station had been done away with. What would happen to our papers then? How were they to be collected and distributed to all the people of the town? Samsuddin found a way out.

The papers would be kept ready in large bundles. As the train chugged down the Rameswaram–Dhanushkodi track, they would be flung out on to the platform. And that is where I came in. Samsuddin offered me the enjoyable job of collecting these bundles of papers thrown from the moving train and then taking them around town for distribution!

My enthusiasm knew no bounds. I was only eight, but I was going to contribute in a meaningful way to the household income! For many days I had noticed the amount of food on my mother and grandmother's plates becoming lesser and lesser as they divided the portions between all of us. The children were always fed first and I don't remember any of us ever going hungry. Obviously, the women were compromising on their nutrition for us. I readily accepted Samsuddin's offer. However, my new job had to be fitted into my regular routine. My studies and school had to continue as before. The delivery business had to be accommodated amidst all these other activities. Among my siblings and cousins, I had shown an early aptitude for mathematics. My father had arranged for me to take tuitions from our mathematics teacher.

However, my teacher had a condition that we students needed to reach his home at dawn after having taken a bath. So for a year, which was the duration of the tuition, I started my day while it was still dark outside, with my mother shaking me awake. She herself would have risen before me and got my bath ready. She would then help me bathe and send me on my way to my teacher's home. There I would study for an hour and return by 5 a.m. By then my father would be ready to take me to the Arabic school nearby.

After my lesson was over, I would sprint to the railway station. Soon, the engine smoke would be visible in the distance. The horn would be tooted loudly and with a thunderous roar, the train would pass through the station. I had worked out the best spot from which to keep an eye out for the flying new spaper bundles. Like clockwork, they would be tossed out on to the platform. The train would then huff and puff away, Samsuddin's person in the train would wave out to me, and my job would begin.

I then picked up the bundles, divided them up into batches according to the neighbourhood in which the papers had to be distributed and off I went. For about an hour I tore around Rameswaram, delivering the papers to everyone. Soon I began to identify people by the papers they read. Many would be waiting for me, and there would always be a friendly word or two. Some would tell me to hurry back home so I would not be late for school! I think most people enjoyed being handed their papers by a cheerful eight year old.

Our town being on the east coast, by the time the work was over at 8 a.m., the sun would be high up in the sky. Now I headed back home, where my mother waited with breakfast. A simple meal would be served, but how hungry I was! My mother made sure I ate every morsel before sending me off to school. But my work did not end there. In the evening, after school was over, I would do the rounds of

Samsuddin's customers again, collecting dues. Then I would meet him, so that he could work out the accounts of the day.

At that time, sitting somewhere near the sea, with the breeze blowing in, Jalalluddin or Samsuddin would finally open up the day's paper. All of us would pore over the black type of the Dinamani. One of them would read aloud the news items, and slowly the larger outside world would enter our consciousness. Gandhiji, Congress, Hitler, Periyar E.V. Ramasamy: their words would hang in the evening air. I would trace the photos and words with my fingers, wondering what it must be like to be out there in the larger world with all of them. Maybe, I thought to myself, one day I would go to the big cities like Madras, Bombay and Calcutta. What would I say if I ever got to meet people like Gandhiji and Pandit Nehru? But such thoughts were soon interrupted by the calls of my playmates, and then the call for dinner. There was homework to be done, and even an eight year old has only that much energy to spend. By 9 p.m. I would be fast asleep, as the next day more studies and the life of a working man lay in store. This routine continued for about a year. In that one year of running around with the papers, I grew taller and browner. I also learnt that I could now judge quite accurately the distances I could cover at a sprint with a bundle of papers in my hand. Hence I could time my arrival at various localities at the same time every day. I could calculate in my head the amount owed to Samsuddin by each of his subscribers, and could reel off the names of those who had not paid up that day. Mostly, I learnt that to be a working man meant you had to be up and ready to face the day, whatever else may happen to you. Homework, tuition, prayers, all carried on, but the Madras–Dhanushkodi Mail would not wait for me—I had to be present at the station at the correct time and at the correct point to collect the bundles as they came flying in. It was my first brush with taking up a responsibility and seeing to it that I kept my word to my cousin Samsuddin, no matter what. It was also the most enjoyable time and I loved every moment of it, often notwithstanding the intense tiredness every night. My mother often fretted at my taking up this additional work and the toll it was taking on me, but I shook my head and smiled at her. Knowing that my earnings were somehow helping us all, and that she was secretly proud of me for having taken on the role of a working man at the age of eight, kept me going with a smile on my face. A working man at the age of eight! (An extract from A. P. J. Abdul Kalam's memoir, *My Journey: Transforming Dreams into action*)

Lotus

Toru Dutt

Love came to Flora asking for a flower
That would of flowers be undisputed queen,
The lily and the rose, long, long had been
Rivals for that high honour. Bards of power
Had sung their claims. "The rose can never tower
Like the pale lily with her Juno mien"—
"But is the lily lovelier?" Thus between
Flower factions rang the strife in Psyche's bower.

Give me a flower delicious as the rose
And stately as the lily in her pride"—
"But of what colour?"—"Rose-red," Love first chose,
Then prayed,—"No, lily-white,—or, both provide;
" And Flora gave the lotus, "rose-red" dyed,
And "lily-white,"—the queenliest flower that blows.

Mending Wall

BY [ROBERT FROST](#)

Something there is that doesn't love a wall,
That sends the frozen-ground-swell under it,
And spills the upper boulders in the sun;
And makes gaps even two can pass abreast.
The work of hunters is another thing:
I have come after them and made repair
Where they have left not one stone on a stone,
But they would have the rabbit out of hiding,
To please the yelping dogs. The gaps I mean,
No one has seen them made or heard them made,
But at spring mending-time we find them there.
I let my neighbor know beyond the hill;
And on a day we meet to walk the line
And set the wall between us once again.
We keep the wall between us as we go.
To each the boulders that have fallen to each.
And some are loaves and some so nearly balls
We have to use a spell to make them balance:
'Stay where you are until our backs are turned!'
We wear our fingers rough with handling them.
Oh, just another kind of out-door game,
One on a side. It comes to little more:
There where it is we do not need the wall:
He is all pine and I am apple orchard.
My apple trees will never get across

And eat the cones under his pines, I tell him.
He only says, 'Good fences make good neighbors.'
Spring is the mischief in me, and I wonder
If I could put a notion in his head:
'Why' do they make good neighbors? Isn't it
Where there are cows? But here there are no cows.
Before I built a wall I'd ask to know
What I was walling in or walling out,
And to whom I was like to give offense.
Something there is that doesn't love a wall,
That wants it down.' I could say 'Elves' to him,
But it's not elves exactly, and I'd rather
He said it for himself. I see him there
Bringing a stone grasped firmly by the top
In each hand, like an old-stone savage armed.
He moves in darkness as it seems to me,
Not of woods only and the shade of trees.
He will not go behind his father's saying,
And he likes having thought of it so well
He says again, 'Good fences make good neighbors.'

LEISURE

WILLIAM H. DAVIS

WHAT is this life if, full of care,
We have no time to stand and stare?—

No time to stand beneath the boughs,
And stare as long as sheep and cows:

No time to see, when woods we pass,
Where squirrels hide their nuts in grass:

No time to see, in broad daylight,
Streams full of stars, like skies at night:

No time to turn at Beauty's glance,
And watch her feet, how they can dance:

No time to wait till her mouth can
Enrich that smile her eyes began?

A poor life this if, full of care,
We have no time to stand and stare.

Suggested List of Students 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.

CPH302	FINANCIAL ACCOUNTING – III	L	T	P	C
Theory		4	0	0	4

Introduction

Financial Accounting III builds upon the foundational principles of financial accounting, delving deeper into advanced topics that are crucial for accurate financial reporting and decision-making. This course explores the intricacies of Average Due Date calculations, Single Entry Systems, Branch Accounts, Accounts of Non-Profit Organisations, and Depreciation Accounting. Through a combination of theoretical foundations and practical problem-solving, students will develop a comprehensive understanding of these complex concepts, enabling them to navigate real-world financial scenarios with confidence. By mastering these topics, aspiring accounting professionals will be well-equipped to provide expert financial guidance, ensure compliance with accounting standards, and drive business growth.

Course Objectives

The objectives of this course are to enable the students to:

1. **Calculate and Apply Average Due Date Concepts:** To understand and apply the concepts of Average Due Date, including calculation methods, determination of due dates, and interest calculations, to solve simple problems.
2. **Distinguish and Apply Single Entry System:** To comprehend the principles of Single Entry System, differentiate it from Double Entry System, and apply ascertainment of profit methods and Statement of Affairs to prepare financial statements.
3. **Analyze and Record Branch Transactions:** To understand the types of branches, accounting treatments for dependent branches, and record transactions related to goods sent to branches, debtors system, and other branch-related activities.

4. **Prepare Financial Statements for Non-Profit Organisations:** To learn the preparation of Receipts and Payments Accounts, Income and Expenditure Accounts, and Balance Sheets for non-profit organisations, and distinguish between these financial statements.
5. **Apply Depreciation Accounting Methods:** To understand the concept, causes, and importance of depreciation, and apply various depreciation methods (Straight Line Method and Written Down Value Method) to calculate depreciation expenses and asset values.

Course Outcomes

After successful completion of this course, the students will be able to:

CO1: Analyze financial transactions and calculate Average Due Date, applying concepts to solve simple problems related to interest and installment payments.

CO2: Prepare financial statements and reports for non-profit organizations, including Receipts and Payments Accounts, Income and Expenditure Accounts, and Balance Sheets.

CO3: Apply depreciation accounting principles, calculating depreciation expenses and asset values using Straight Line Method (SLM) and Written Down Value (WDV) methods.

CO4: Evaluate and distinguish between Single Entry System and Double Entry System, applying accounting principles to resolve financial accounting issues.

CO5: Demonstrate problem-solving skills in financial accounting, applying critical thinking to resolve complex financial accounting scenarios, including branch accounting and depreciation.

Pre Requisite: Knowledge about accounts

CO/PO Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
C01	3					1	1
C02		3	2		1		
C03	3		3	1			
C04	1	2	1		2	1	
C05		3				2	2

Legend: 3-High Correlation, 2-Medium Correlation, 1-Low Correlation

Instructional Strategy

1. **Active Learning:** Encourage student participation through discussions, group activities, and problem-solving exercises.
2. **Real-World Applications:** Use case studies, simulations, and real-life examples to illustrate financial accounting concepts.
3. **Collaborative Learning:** Foster teamwork through group projects, presentations, and peer review.
4. **Technology Integration:** Utilize accounting software, spreadsheets, and online resources to enhance learning.
5. **Formative Assessments:** Regularly evaluate student understanding through quizzes, class discussions, and homework assignments to inform instruction.

Assessment Methodology

	Continuous Assessment (40 marks)					End Semester Examination (60 marks)
	CA1	CA2	CA3	CA4	CA5	
Mode	Written test (Two units)	Written test (Another Two units)	Quiz-MCQ (Online / Offline)	Model Examination	Assignment	Written Examination
Duration	2 Periods	2 Periods	1 Period	2 Hours 30 minutes	-	2 Hours 30 minutes
Exam Marks	50	50	20	60	20	60
Converted to	10	10	5	5	20	60
Marks	Best One of CA1 & CA2 10		5	5	20	60
Tentative Schedule	6 th Week	12 th Week	13 th -14 th Week	16 th Week	Assignment I 12 th week Assignment II 14 th week	

CA 1 and CA 2: Assessment written test should be conducted for 50 Marks for two units. The marks scored will be converted to 10 Marks. Best one out of two will be considered for the internal assessment of 10 Marks.

CA1 and CA2, Assessment test should be conducted for two units as below:

Part A: (4 x 5 = 20 Marks)

Part B (2 X 15 = 30 Marks).

Five questions (Minimum two questions from each unit) will be asked in Part A and students should answer any four questions. Four questions (Minimum two questions from each unit) will be asked in Part B and the students should answer any two questions.

CA 3: 20 MCQs (Four MCQs from each unit) can be asked by covering the entire portion. It may be conducted by Online / Offline. The marks scored should be converted to 5 marks for the internal assessment.

CA 4: Model examination should be conducted as per the end semester question pattern. The marks should be converted to 5 marks for the internal assessment.

CA 5: Assignment I should be submitted for first three units at the end of 12th week for 20 marks and Assignment II should be submitted for last two units at the end of 14th week. Best one out of two will be considered for the internal assessment of 20 Marks.

Question Pattern:

Autonomous Examination - Question Paper Pattern

Time: 2 Hrs 30 Minutes.

Max.Marks:60

PART - A Six questions will be asked covering all the units. Minimum one question from each unit will be asked. Answer any Three questions. Each question carries 5 marks.

Theory: 2 Questions and Problem: 4 Questions.

PART- B Six questions will be asked covering all the units. Minimum one question from each unit will be asked. Answer any Three questions. Each question carries 15 marks.

Theory: 1 Question and Problem: 5 Questions.

Equal Weightage should be given for all the units of the syllabus.

PART A Answer any Three Questions from Question Numbers 1 to 6	3 X 5 = 15 Marks
PART B Answer any Three questions from Question Numbers 7 to 12	3 X 15 = 45 Marks
Total Marks	60 Marks

FINANCIAL ACCOUNTING – III		
Unit	Name of The Topics	Periods
I	AVERAGE DUE DATE: Meaning – uses – steps in calculation of average due date- Determination of due date – calculation of interest – types of problems: where the amount is lent in different installments – Interest on drawings of partners - where the amount is lent in a single installment. (Simple Problems Only)	12
II	SINGLE ENTRY SYSTEM: Meaning and Definition of Single-Entry System – Salient Features – Differences between Double Entry System and Single-Entry System – Ascertainment of Profit method under Single Entry System – Net Worth Method – Statement of Affairs – Meaning – Distinguish between Balance Sheet and Statement of Affairs. (Simple problems only)	12
III	BRANCH ACCOUNTS: Meaning – objectives - Types of Branches – Independent Branch and Dependent Branches – Accounting treatment in Dependent Branches – Debtors system – Goods sent to branch at cost price - Goods sent to branch at invoice price.	12
IV	ACCOUNTS OF NON-PROFIT ORGANISATIONS: Meaning – Objectives – Important terms – Steps to prepare Income and Expenditure and Balance sheet from Receipts and Payments Account – Preparation of Receipts and Payments account from Income and Expenditure account and Balance sheet – Differences between Receipts and Payments account and Income and Expenditure account - (Simple problems only)	12
V	DEPRECIATION ACCOUNTING: Meaning – Concept - Causes - Need - Basic factors- Importance of Depreciation – Reasons for providing depreciation –Methods of depreciation - Fixed instalment method – Reducing balance method – Annuity method –Sinking fund method – Insurance policy method – Revaluation method (Problems restricted to S.L.M. and W.D.V.)	12
	Total Periods	60

Reference book:

1. Financial Accounting- R.L. Gupta & V.K Gupta.
2. Financial Accounting- Reddy & Moorthy.
3. Advanced Accountancy - R.L. Gupta & Radhaswamy.
4. Advanced Accountancy - Jain & Narang.
5. Advanced Accounts - M.C. Shukla, T.S Grewal & S. C Gupta

Student List of Students Activities

1. **Case Study Analysis:** Analyze real-life financial accounting scenarios, identifying and solving problems related to average due date, branch accounting, and depreciation.
2. **Group Discussions:** Participate in group discussions on topics such as single entry system, non-profit organization accounting, and financial statement preparation.
3. **Problem-Solving Exercises:** Complete problem sets and exercises on financial accounting concepts, including calculations, journal entries, and ledger postings.
4. **Financial Statement Preparation:** Prepare financial statements, including balance sheets, income statements, and receipts and payments accounts.
6. **Peer Review and Presentation:** Review and present group projects, case studies, or financial statements to develop communication and critical thinking skills.
7. **Quiz and Assignment Completion:** Complete quizzes and assignments on financial accounting concepts, including multiple-choice questions, short-answer questions, and essay questions.

CPH373	BUSINESS STATISTICS	L	T	P	C
Practicum		2	0	2	3

Introduction

Business statistics is a crucial tool for decision-making in today's data-driven business environment. It involves the collection, analysis, interpretation, and presentation of data to inform business strategies and drive growth. This course covers the fundamental concepts and techniques of business statistics, including descriptive statistics, graphical representation, confidence intervals, hypothesis testing, correlation analysis, and regression analysis. Students will learn how to collect and analyze data, identify patterns and trends, and make informed decisions using statistical software such as SPSS. Through hands-on exercises and real-world examples, students will develop practical skills in data analysis and interpretation, enabling them to solve business problems, identify opportunities, and drive business success. By mastering business statistics, professionals can make data-driven decisions, drive business growth, and stay competitive in an increasingly complex and data-driven marketplace.

Course Objectives

The objectives of this course are to enable the students to:

1. **Understand the Fundamentals of Business Statistics:** To comprehend the basic concepts of statistics, including types of variables, frequency distributions, and graphical representations, and apply them in business decision-making.
2. **Develop Data Analysis Skills:** To learn descriptive statistics measures, confidence intervals, hypothesis testing, correlation analysis, and regression analysis, and apply these techniques to analyze business data.

3. **Apply Statistical Software:** To acquire hands-on experience with statistical software (SPSS) for data import, management, and analysis, enabling students to work efficiently with data.
4. **Interpret and Communicate Statistical Results:** To effectively interpret statistical outputs and communicate findings to stakeholders through clear and concise reports and presentations.
5. **Integrate Statistical Analysis into Business Decision-Making:** To develop the ability to apply statistical concepts and techniques to real-world business problems, enabling informed decision-making and strategic planning in various business contexts.

Course Outcomes

After successful completion of this course, the students will be able to:

CO1: Analyze Business Data Effectively: Upon completing this course, students will be able to collect, analyze, and interpret business data using statistical techniques and software, making informed decisions based on data-driven insights.

CO2: Apply Statistical Concepts to Business Problems: Students will demonstrate the ability to apply statistical concepts, including descriptive statistics, inference, correlation, and regression, to solve real-world business problems and drive strategic decision-making.

CO3: Interpret and Communicate Statistical Results: Students will learn to critically evaluate statistical outputs, identify patterns and trends, and effectively communicate findings to stakeholders through clear, concise reports and presentations.

CO4; Utilize Statistical Software for Data Analysis: Students will develop proficiency in using statistical software (SPSS) to import, manage, and analyze data, applying data visualization techniques to facilitate business insights.

CO5: Integrate Data-Driven Decision-Making into Business Strategy:

Upon completing this course, students will demonstrate the ability to integrate statistical analysis into business strategy, driving informed decision-making, identifying opportunities, and optimizing business performance.

Pre Requisite: Basic Mathematics

CO/PO Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
C01	3		1			1	1
C02		3	2	1		3	
C03			3	1			
C04		2		3	2		1
C05		3		1			2

Legend: 3-High Correlation, 2-Medium Correlation, 1-Low Correlation

Instructional Strategy

1. **Lectures with Interactive Examples:** Combine theoretical explanations with real-world examples, using visual aids and statistical software demonstrations to illustrate key concepts.
2. **Case Study Analysis:** Use real-world business cases to illustrate statistical concepts, requiring students to analyze data, identify problems, and propose solutions.
3. **Group Projects and Presentations:** Assign group projects that involve data collection, analysis, and presentation of findings, promoting teamwork, communication, and critical thinking.

4. **Hands-on Statistical Software Labs:** Provide students with guided and independent practice using statistical software (SPSS), ensuring proficiency in data analysis and interpretation.
5. **Problem-Solving Sessions:** Conduct regular problem-solving sessions, where students work individually or in groups to solve statistical problems, receiving feedback and guidance.
6. **Guest Lectures and Industry Applications:** Invite industry experts to share real-world applications of business statistics, illustrating the relevance and impact of statistical analysis in business decision-making.
7. **Flipped Classroom Approach:** Reverse traditional lecture-homework format by delivering instructional content (videos, readings) before class, reserving class time for interactive activities, discussions, and hands-on practice.

Assessment Methodology

Assessment Methodology

	Continuous Assessment (40 Marks)			End Semester Examination (60 Marks)
	CA1	CA2	CA3	
Mode	Written Test I (Unit I & II)	Written Test II (Unit III & V)	Observation and Records	Practical
Duration	2 Periods	2 Periods	-	2 Hours 30 Minutes
Exam Marks	50	50	20	60
Converted to	10	10	20	60
Marks	10	10	20	60
Tentative Schedule	6 th Week	12 th Week	13 th -14 th Week	

CA 1 and CA 2: Assessment written test should be conducted for 50 Marks. The marks scored will be converted to 10 Marks. Best one out of two will be considered for the internal assessment of 10 Marks.

CA1and CA2, Assessment test should be conducted for two units as below:

Part A : (4 x 5= 20 Marks)

Part B : (2 X 15 = 30 Marks)

Six questions (Minimum two questions from each unit) will be asked in Part A and students should answer any four questions. Six questions (Minimum two question from each unit) will be asked in Part B and the students should answer any two questions.

CA 3: 20 marks are to be awarded for Observation 10 and Records 10. The marks scored should be taken for the internal assessment.

The exercise should be completed on the day of practice. The same shall be evaluated for 10 marks on the day or the next day of practice before commencement of next exercise. The detailed date of the practices and its evaluations should be maintained in the log book and should be submitted for the verification.

Allocation of Marks for End Semester Examinations

S. No.	Description	Marks
A	Written Test (1 EXERCISE) (The students shall be permitted to select any one exercise by lot.) (Procedure 20 Marks, Execution 20 Marks and Result 10 Marks)	50
B	Viva-Voce	10
Total Marks		60

BUSINESS STATISTICS		
Unit	Name of the Topics	Periods
I	What is Statistics-Why is Statistics Important? - The Research Process -The Different Types of Variables- Frequencies Distribution –	11
II	Graphical Representation of Frequencies -Descriptive Statistics Measures.	11
III	Confidence Intervals – Calculation of Confidence Intervals at 95% Levels and 99% Level - Framing of Hypothesis -. Import Data from Excel to SPSS. -Merge of two or more Files.	14
IV	Correlation Analysis- How to Report Correlation Coefficients	12
V	Simple Regression Analysis- Analysis Outputs. - Multiple Regression Analysis	12
	Total Periods	60

	List of Lab Exercises
1	To create a dataset from a survey
2	To create different types of variables
3	To use tables and graphs to represent frequencies.
4	To calculate confidence intervals.
5	To compute descriptive statistics for given data set
6	To import data from Excel to SPSS.
7	To merge files.
8	To conduct correlations.
9	To interpret the correlation coefficients.
10	To conduct simple regression analysis.
11	To interpret simple regression analysis outputs
12	To conduct multiple regression analysis.
13	To interpret multiple regression analysis outputs.

Reference Books:

1. Field, A. (2009). Discovering Statistics using SPSS. 3rd Edition. London: Sage publications.
2. Newbold, P., Carlson, W., & Thorne, B. (2013). Statistics for Business and Economics. 8th Edition. London: Pearson Education.
3. Saunders, M., Lewis, P., & Thornhill, A. (2012). Research methods for business students.

Suggested List of Students Activities

1. **Data Analysis Projects:** Assign students real-world datasets to analyze and interpret using statistical software (SPSS), presenting findings in a report or presentation.
2. **Statistical Case Study Competitions:** Divide students into groups to analyze a business case study, applying statistical concepts to propose solutions, with a competition for best presentation.
3. **Peer Review and Feedback:** Have students review and provide feedback on each other's statistical analysis reports or presentations, promoting critical thinking and communication.
4. **Statistical Software Tutorials:** Ask students to create video or written tutorials on specific statistical software (SPSS) functions or techniques.
5. **Business Statistics Journal Club:** Have students discuss and present articles from business statistics journals, applying concepts to real-world scenarios.
6. **Data Visualization Challenge:** Encourage students to create informative and engaging visualizations using statistical software, competing for best visualization.
7. **Collaborative Research Projects:** Assign groups a research question, requiring them to design, collect data, analyze, and present findings using statistical methods.
8. **"Statistics in the News" Discussions:** Ask students to find and discuss news articles applying statistical concepts, analyzing the effectiveness of statistical analysis in business decision-making.

CPH374	TYPEWRITING – ENGLISH – JUNIOR – PAPER I (GTE)	L	T	P	C
Practicum		1	0	4	3

Introduction

"The Typewriting English – Junior – Paper I (GTE) Speed test evaluates a candidate's ability to type accurately and efficiently, assessing their mastery of keyboard skills and muscle memory. In this 10-minute test, candidates are required to type a passage of approximately 1500 strokes, comprising 300-350 words, with precision and neatness. The passage, consisting of two paragraphs, will test the candidate's typing speed, accuracy, and attention to detail, including proper spacing, punctuation, and capitalization. With a focus on producing error-free and visually appealing output, this test simulates real-world typing scenarios, preparing candidates for professional environments where speed and accuracy are paramount."

Course Objectives

The objectives of this course are to enable the students to:

1. **Develop Keyboard Proficiency:** Acquire muscle memory and dexterity to type accurately and efficiently on a keyboard.
2. **Improve Typing Speed:** Achieve a minimum typing speed of 30-40 words per minute (wpm) with high accuracy.
3. **Enhance Accuracy and Attention to Detail:** Develop skills to type error-free text, paying attention to punctuation, capitalization, and spacing.
4. **Master Typewriting Techniques:** Understand and apply typewriting conventions, including paragraph indentation, margin settings, and stroke counting.
5. **Build Professional Competence:** Prepare for real-world typing scenarios, enabling effective communication and productivity in personal and professional settings.

Course Outcomes

After successful completion of this course, the students will be able to:

CO1: Demonstrate proficiency in keyboard layout and finger placement to achieve accurate typing.

CO2: Type at a minimum speed of 30-40 words per minute (wpm) with 90% accuracy.

CO3: Apply correct typewriting conventions, including punctuation, capitalization, spacing, and paragraph indentation.

CO4: Identify and correct errors in typed text to ensure error-free output.

CO5: Utilize typing skills to produce visually appealing and professional documents.

Pre Requisite: Basic knowledge of typewriting

CO/PO Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1				1			
CO2				1			
CO3			1	1			
CO4		1		1			
CO5			1	1	1		1

Legend: 3-High Correlation, 2-Medium Correlation, 1-Low Correlation

Instructional Strategy

1. Demonstrate and Model

Demonstrate proper typing techniques and hand positioning.

2. Guide and Provide Feedback

Guide students through supervised typing exercises and provide corrective feedback.

3. Drill and Practice

Drill keyboard skills through targeted exercises to develop muscle memory.

4. Administer and Assess

Administer timed typing sessions to assess speed and accuracy.

5. Identify and Correct

Identify common typing errors and teach strategies for correction.

6. Apply and Integrate

Apply typing skills to real-world business scenarios and integrate with case studies.

7. Utilize and Leverage

Utilize typing software and online resources to leverage interactive learning.

Assessment Methodology

	Continuous Assessment (40 marks)			End Semester Examination (60 marks)
	CA1	CA2	CA3	
Mode	Skill Test I	Skill Test II	Typing Sheet Records	Practical
Duration	10 Minutes	10 Minutes	-	10 Minutes
Exam Marks	50	50	20	60
Converted to	10	10	20	60
Marks	10	10	20	60
Tentative Schedule	6 th Week	12 th Week	13 th -14 th Week	

CA 1 and CA 2: Assessment skill test should be conducted for 50 Marks for speed I and speed II . The marks scored will be converted to 10 Marks.

CA 3: 20 marks are to be awarded for maintaining Typing sheet records. The marks scored should be taken for the internal assessment.

TYPEWRITING – ENGLISH – JUNIOR – PAPER I (GTE)

Unit	Name of the Topics	Periods
I	<p>TYPEWRITING ENGLISH – JUNIOR – PAPER I (GTE)</p> <p>SPEED (10 minutes)</p> <p>To Type on one side of the paper an ordinary printed passage without heading and few figures if necessary and not exceeding two paragraphs, consisting of 1500 strokes, with the minimum capital letters, in double line spacing, with ten degrees margin on the left.</p> <p>Special attention must be paid to accuracy and neatness of execution.</p> <p>Note:</p> <ul style="list-style-type: none">• Five strokes will be counted as a word.• Each depression of character key or the space bar will be counted as a stroke• No stroke is counted for paragraph indentation or depression of shift key.• Two strokes are counted after every full stop, interrogation sign or exclamation mark.	75
	Total Periods	75

READY RECKONER

The Ready reckoner shown below is prepared on the basis of deduction of 1.8 marks for each mistake for 100 marks.

No. of Mistakes	Marks to be awarded	No. of Mistakes	Marks to be awarded	No. of Mistakes	Marks to be awarded
1	98	21	62	41	26
2	96	22	60	42	24
3	95	23	59	43	23
4	93	24	57	44	21
5	91	25	55	45	19
6	89	26	53	46	17
7	87	27	51	47	15
8	86	28	50	48	14
9	84	29	48	49	12
10	82	30	46	50	10
11	80	31	44	51	8
12	78	32	42	52	6
13	77	33	41	53	5
14	75	34	39	54	3
15	73	35	37	55	1
16	71	36	35	56 & above	0
17	69	37	33		
18	68	38	32		
19	66	39	30		
20	64	40	28		

Note:- (1) The total number of mistakes and the total marks awarded as per the above Ready Reckoner should be entered at the last typewritten page of the answer book, as illustrated below:

No. of Mistakes : 10
Total Marks awarded : 82 Marks

(2) Only the total marks awarded should be entered on the front wrapper in the place provided there for.

(3) Practical Examination Question Paper should be prepared for 100 Marks and Final Marks Scored be converted to 60 Marks.

(4) A candidate will be declared to have passed the examination of the subject only if he/she has secured the prescribed minimum 30 out of 60 marks and minimum 45 marks out of 100.

Student List of Students Activities

1. **Typing Drills:** Complete daily keyboard drills to improve muscle memory.
2. **Timed Typing Sessions:** Participate in regular timed typing sessions to assess speed and accuracy.
3. **Error Analysis Exercises:** Identify and correct common typing errors in provided texts.
4. **Business Document Typing:** Type authentic business documents (e.g., letters, reports).
5. **Keyboard Familiarization:** Create and practice custom keyboard layouts.
6. **Speed Building Exercises:** Engage in speed-building exercises using online typing software.
7. **Proofreading and Editing:** Proofread and edit typed texts for accuracy and formatting.
8. **Typing Projects:** Complete projects that integrate typing skills with real-world applications (e.g., creating a newsletter).

CPH375	DESKTOP PUBLISHING – LAB	L	T	P	C
Practical		0	0	4	2

Introduction

The Desktop Publishing Lab course is designed to equip students with the essential skills and knowledge required to create professional-quality visual communications using industry-standard software. Through hands-on training and project-based learning, students will master the fundamentals of desktop publishing using Corel Draw, Adobe Photoshop, and Adobe InDesign. This comprehensive course covers topics ranging from creating geometric shapes and working with text and images to advanced techniques in painting, layering, and typography. Upon completion, students will be proficient in designing and publishing a wide range of materials, including brochures, flyers, posters, and documents, preparing them for careers in graphic design, publishing, and visual communications.

Course Objectives

The objectives of this course are to enable the students to:

1. **Develop Proficiency in Industry-Standard Software:** Students will become proficient in using Corel Draw, Adobe Photoshop, and Adobe InDesign to create professional-quality visual communications.
2. **Understand Desktop Publishing Fundamentals:** Students will comprehend the basic principles of desktop publishing, including page layout, typography, color management, and image editing.
3. **Acquire Graphic Design Skills:** Students will learn to create and edit visual elements, including shapes, text, and images, using various tools and techniques.
4. **Develop Page Layout and Design Skills:** Students will learn to design and layout publications, including brochures, flyers, posters, and documents, using master pages, layers, and other advanced features.

5. **Produce Professional-Quality Publications:** Students will apply their skills and knowledge to design, edit, and publish visually appealing and effective documents, preparing them for real-world applications in graphic design, publishing, and visual communications.

Course Outcomes

After successful completion of this course, the students will be able to:

1. **Create Visually Appealing Designs:** Upon completion of this course, students will be able to design and create professional-quality visual communications, including graphics, logos, brochures, flyers, and posters.
2. **Demonstrate Proficiency in Corel Draw, Photoshop, and InDesign:** Students will be able to efficiently use industry-standard software to create, edit, and enhance visual elements, including text, images, and shapes.
3. **Apply Page Layout and Design Principles:** Students will be able to apply principles of page layout, typography, and color management to create effective and aesthetically pleasing publications.
4. **Edit and Enhance Digital Images:** Students will be able to edit and enhance digital images using various techniques, including cropping, resizing, retouching, and color correction.
5. **Produce Print-Ready Documents:** Students will be able to design, layout, and prepare documents for printing, including converting files to suitable formats, setting resolution and color modes, and ensuring proper alignment and margins.

Pre-Requisite: Basic knowledge of computers

CO / PO Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3		3				2
CO2	3			3		2	3
CO3	3		3				
CO4		3		3	2		
CO5		3				3	3

Legend: 3-High Correlation, 2-Medium Correlation, 1-Low Correlation

Instructional Strategy

1. **Hands-on Training:** Provide students with direct access to industry-standard software (Corel Draw, Adobe Photoshop, and Adobe InDesign) to practice and apply skills learned in class.
2. **Project-Based Learning:** Assign real-world projects that require students to apply desktop publishing skills, promoting critical thinking, creativity, and problem-solving.
3. **Step-by-Step Demonstrations:** Offer detailed, instructor-led demonstrations of software tools and techniques, allowing students to follow along and replicate processes.
4. **Guided Practice:** Provide structured exercises and activities that guide students through specific skills or techniques, with instructor feedback and support.
5. **Peer Review and Feedback:** Encourage students to share and review each other's work, promoting constructive feedback, collaboration, and improvement.
6. **Self-Paced Learning:** Offer online resources, tutorials, and assignments that allow students to learn at their own pace, reviewing and reinforcing concepts as needed.

7. **Authentic Assessment:** Evaluate student learning through real-world scenarios, projects, and presentations, assessing their ability to apply desktop publishing skills in practical contexts.

Assessment Methodology

	Continuous Assessment (40marks)		End Semester Examination (60marks)
	CA1	CA2	
Mode	Observation Submission	Practical Record Submission	Practical Examination
Duration	---	-----	2 hours 30 Minutes
Exam Marks	20	20	60
Converted to	20	20	60
Marks	20	20	60

CA1: Observation Note Book should be maintained for all the exercises and 20 marks will be awarded for submission of Observation Note Book.

CA2: 20 Marks are to be awarded for Practical Record Submission at the end of the semester.

The exercise should be completed on the day of practice. The same shall be evaluated for 10 marks on the day or the next day of practice before commencement of next exercise. The detailed date of the practices and its evaluations should be maintained in the log book and should be submitted for the verification.

Allocation of Marks for End Semester Examinations

S. No.	Description	Marks
A	Procedure 20 Marks	50
	Execution 20 Marks	
	Result 10 Marks	
B	Viva-Voce	10
Total Marks		60

DESKTOP PUBLISHING – LAB		
Unit	Name of the Topics	Periods
I	<p><u>COREL DRAW–I</u></p> <p>Creating a New File – Corel Draw Screen – Title Bar – Menu Bar – Standard Tool Bar – Printable Page – Property Bar – Page Counter Bar – Color palette – Tool Box – Status bar.</p> <p>Drawing Basic Geometric - Drawing and Selecting - Getting familiar with the Toolbox – Project Selection Moving – Changing the Shapes – Combining – Skewing – Welding – Blending – Artistic Media Tool – Rotating – Grouping.</p> <p>Open Source Software – Inkscape, GIMP, etc</p>	12
II	<p><u>COREL DRAW–II</u></p> <p>Working With Text : Text Tool Formatting – font size – arranging –bullets – Decorating – alignment – style.</p> <p>Working with Images :- Bitmap and Vector Images – Importing – Cropping – Special effect to Bitmaps - Page Layout and Background – printing .</p>	12

III	<p><u>PHOTO SHOP: I</u></p> <p>Photoshop Window : Title Bar – Menu Bar – Options Bar – ImageWindow – Image Title Bar – Navigator Palette – Color Palette – Layers. Palette – Screen Modes – Tool Box – Creating New file – Saving. Working With images and Colors: Bitmap and Vector Images – Changing the Image size – Resolution – Scanning – rotating – Cropping – hiding – canvas size – Color mode – file formats – Foreground and Background colors – Picker Palette .</p> <p>Making Selection: Selection Tools – Marques – Marquee Options Bar – Lasso Tools – Polygonal Lasso Tool – Magnetic Lasso Options Bar – Magic Wand Tool - Moving and Selection – Adding – Subtracting – Pasting – Fill Command – Transforming Selections – Inverting.</p> <p>Open Source Software – Krita, Cine Paint , etc</p>	12
IV	<p><u>PHOTO SHOP: II</u></p> <p>Painting Tools:Paint Brush – Creating new brush – Gradient Tool – Drawing Shapes –Custom Shape Tool – Blur tool – Sharpen tool – smudge Tool – Clone Stamp – Pattern Stamp – Dodge Tool – Burn Tool</p> <p>Layers:- Layers Palette – Hiding/showing Layers – deleting – Merging – Layer effects.</p> <p>Type : Font, size, color, Orientation type – paragraph type – type selection – Filters.</p>	12
V	<p><u>INDESIGN:</u></p> <p>InDesign Workspace: Application Bar, menu bar, Control Panel, Tools Panel, Document Window, Work Area, Creating a New Document – Ruler Guides – Creating Master Page – Working with Text – Frames – Path Tool – Working with objects – wrapping – Layers – Formatting Text - Spell check – grammar check.</p> <p>Tables: Basic operations – Modifying – Formatting – Tables Strokes and Fills – Colors – style.</p>	12

	Working with Drawing Tools – using Graphic and Applying Effects working with colors – Kuler Panel – Preflight Check – Conversion to PDF File - Publishing the Document. Open Source Software – Scribus, Canva, etc	
	Total Periods	60

DESKTOP PUBLISHING – LAB	
S. No.	List of Lab Exercises
	<u>COREL DRAW</u>
1	Designing a Visiting Card in Corel Draw.
2	Designing a Notice in Corel Draw.
3	Designing a Certificate in Corel Draw.
4	Designing an Advertisement in Corel Draw.
5	Designing a house in Corel Draw using various Tools with a Scenery Back ground.
	<u>PHOTO SHOP</u>
1	Converting an Image in Gray scale into Color in Photo Shop.
2	Changing the background of an image in Photoshop.
3	Creating Wall poster using Photoshop.
4	Creating a Greeting Card in Photo shop.
5	Creating a passport size photo in photoshop.
	<u>INDESIGN</u>
1	Creating a new Document in InDesign.
2	Creating a Table in InDesign.
3	Creating a Wedding Invitation in InDesign.
4	Creating a newsletter in InDesign
5	Creating a Document in two or more column with images in InDesign.

Books for Reference:

- 1.Comdex 9-in-in DTP Course Kit by Vikas Gupta
2. InDesign in Simple Steps – Kogent Learning Solutions Inc.

List of Equipment and software:

- ❖ Desktop or Laptop computer
- ❖ Printer
- ❖ Corel Draw , Photoshop and IndesignSoftware (Education purpose)

Suggested list of students activities

1. **Design Projects:** Create visual projects using Corel Draw, Adobe Photoshop, and Adobe InDesign, applying skills learned in class.
2. **Software Tutorials:** Complete online tutorials or exercises for each software, reinforcing understanding of tools and features.
3. **Group Discussions:** Participate in group discussions on design principles, typography, color theory, and industry trends.
4. **Peer Review Sessions:** Share and review peers' work, providing constructive feedback on design, layout, and overall effectiveness.
5. **Self-Assessment Exercises:** Reflect on own learning, identifying strengths, weaknesses, and areas for improvement.
6. **Research Assignments:** Research and present on industry-standard design software, plugins, or emerging trends.
7. **Design Challenges:** Participate in timed design challenges, applying skills under pressure.
8. **Portfolio Development:** Develop a professional portfolio showcasing best work, demonstrating skills to potential employers.
9. **Case Study Presentations:** Analyze and present real-world examples of effective desktop publishing, identifying design principles and techniques used.

CPH386	ELECTIVE: WEB DESIGNING	L	T	P	C
Practical		2	0	2	3

Introduction

In today's digital landscape, a well-designed website is crucial for businesses, organizations, and individuals to establish a strong online presence. The Web Designing course equips students with the fundamental skills to design, develop, and deploy visually appealing and functional websites. Spanning 60 periods, this comprehensive course covers the essentials of web designing, from basic HTML and CSS to advanced JavaScript and web development frameworks. Students will explore web design principles, color theory, and responsive design, as well as industry-standard tools like Adobe XD, Figma, and Content Management Systems (CMS) like WordPress and Joomla. Through hands-on projects and real-world applications, students will gain the expertise to create engaging, interactive, and user-friendly websites, preparing them for a career in web design and development.

Course Objectives

The objectives of this course are to enable the students to:

1. **Design and Develop Web Pages:** Create visually appealing and functional web pages using HTML, CSS, and JavaScript, applying web design principles and color theory.
2. **Build Responsive and Interactive Websites:** Develop responsive, interactive, and user-friendly websites using advanced HTML, CSS, and JavaScript techniques, incorporating frameworks and libraries like Bootstrap, Materialize, and jQuery.
3. **Apply Web Development Frameworks and Tools:** Utilize web development frameworks (Node.js, Express), Content Management Systems (WordPress, Joomla), and design software (Adobe XD, Figma) to streamline website development and maintenance.

4. **Deploy and Maintain Websites:** Successfully deploy websites using FTP, cPanel, and web hosting services, ensuring website security, scalability, and maintenance.
5. **Demonstrate Industry-Standard Skills:** Apply industry-standard best practices, design principles, and web development techniques to create professional-quality websites, preparing students for entry-level positions in web design and development.

Course Outcomes

After successful completion of this course, the students will be able to:

CO1: Design and Develop Web Pages: Create web pages using HTML, CSS, and JavaScript, applying web design principles and color theory, demonstrating a clear understanding of structure, layout, and visual aesthetics.

CO2: Build Responsive and Interactive Web Applications: Develop responsive, interactive, and user-friendly web applications using advanced HTML, CSS, and JavaScript techniques, incorporating frameworks and libraries like Bootstrap, Materialize, and jQuery.

CO3: Apply Web Development Frameworks and Tools: Utilize web development frameworks (Node.js, Express), Content Management Systems (WordPress, Joomla), and design software (Adobe XD, Figma) to streamline website development, deployment, and maintenance.

CO4: Implement Web Security and Deployment Strategies: Ensure website security, scalability, and maintenance by implementing effective deployment strategies using FTP, cPanel, and web hosting services.

CO5: Demonstrate Professional Web Design and Development Skills: Apply industry-standard best practices, design principles, and web development techniques to create professional-quality websites, demonstrating readiness for entry-level positions in web design and development.

Pre-requisite: Basic Knowledge of Websites

CO/PO Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3		3				1
CO2	2		3			2	
CO3	1			3			2
CO4		2			3		
CO5	3		3				3

Legend: 3-High Correlation, 2-Medium Correlation, 1-Low Correlation

Instructional Strategy

1. **Hands-on Coding:** Provide students with hands-on coding experience, allowing them to practice and apply HTML, CSS, JavaScript, and other web development technologies.
2. **Project-Based Learning:** Assign real-world projects that require students to design and develop complete websites, promoting critical thinking, problem-solving, and collaboration.
3. **Guided Tutorials:** Offer step-by-step tutorials and guided exercises to help students master advanced HTML, CSS, JavaScript, and web development frameworks.
4. **Peer Review and Feedback:** Encourage students to review and provide constructive feedback on each other's projects, promoting collaboration and improvement.
5. **Self-Paced Learning:** Provide online resources, tutorials, and assignments that allow students to learn at their own pace, reviewing and reinforcing concepts as needed.

6. **Guest Lectures and Industry Insights:** Invite industry professionals to share their experiences, best practices, and emerging trends in web design and development.
7. **Collaborative Group Projects:** Divide students into groups to work on comprehensive web development projects, promoting teamwork, communication, and problem-solving.

Assessment Methodology

	Continuous Assessment (40marks)		End Semester Examination (60marks)
	CA1	CA2	
Mode	Observation Submission	Practical Record Submission	Practical Examination
Duration	---	-----	2 hours 30 Minutes
Exam Marks	20	20	60
Converted to	20	20	60
Marks	20	20	60

CA1: Observation Note Book should be maintained for all the exercises and 20 marks will be awarded for submission of Observation Note Book.

CA2: 20 Marks are to be awarded for Practical Record Submission at the end of the semester.

The exercise should be completed on the day of practice. The same shall be evaluated for 10 marks on the day or the next day of practice before commencement of next exercise. The detailed date of the practices and its evaluations should be maintained in the log book and should be submitted for the verification.

Allocation of Marks for End Semester Examinations

S. No.	Description	Marks
A	Procedure 20 Marks	50
	Execution 20 Marks	
	Result 10 Marks	
B	Viva-Voce	10
Total Marks		60

WEB DESIGNING		
UNIT	NAME OF THE TOPICS	Periods
I	Introduction to Web Designing <ul style="list-style-type: none"> • Introduction to web designing • Basic HTML (structure, tags, attributes) • Basic CSS (selectors, properties, values) • Web design principles and color theory • Designing web pages using HTML and CSS 	12
II	HTML and CSS Advanced <ul style="list-style-type: none"> • Advanced HTML (forms, tables, semantic tags) • Advanced CSS (layout, positioning, transitions) • CSS frameworks (Bootstrap, Materialize) • HTML5 and CSS3 features • Building responsive web pages 	12
III	JavaScript and DOM <ul style="list-style-type: none"> • Introduction to JavaScript • DOM manipulation and events • JavaScript libraries (jQuery) • Basic JavaScript frameworks (React, Angular)12 • Creating interactive web pages 	12
IV	Web Development Frameworks and Tools <ul style="list-style-type: none"> • Introduction to CMS (WordPress, Joomla) • Web development frameworks (Node.js, Express) • Version control systems (Git) • Web design software (Adobe XD, Figma) • Collaborative web development 	12
V	Project Development and Deployment <ul style="list-style-type: none"> • Designing and developing a complete website • Website deployment (FTP, cPanel) • Web hosting and domain registration • Website maintenance and security • Final project presentation and evaluation 	12
	Total Periods	60

List of Lab Exercises	
1	Create a Basic HTML Page: Build a simple HTML page with a header, body, and footer.
2	Add Text and Images: Insert text and images into your HTML page using appropriate tags
3	Build a Responsive Layout: Design a basic responsive layout using CSS media queries.
4	Create a CSS Grid: Use CSS Grid to create a flexible and responsive layout.
5	Manipulate the DOM: Write JavaScript code to dynamically change the content and style of an HTML element.
6	Handle Events: Create event listeners to respond to user interactions like clicks and key presses
7	Build a Simple Express App: Create a basic web application using the Express.js framework.
8	Use a Version Control System: Initialize a Git repository and commit your project files.
9	Design and Develop a Complete Website: Plan, design, and build a small website with basic features.
10	Deploy a Website: Transfer your website files to a web hosting provider.

Suggested list of students' activities

1. **Design Challenges:** Participate in weekly design challenges, creating web pages or elements using HTML, CSS, and JavaScript.
2. **Group Projects:** Collaborate on comprehensive web development projects, applying course concepts and skills.
3. **Code Reviews:** Review and provide constructive feedback on peers' code, promoting best practices and improvement.

4. **Web Design Critiques:** Analyze and critique existing websites, identifying design principles, strengths, and weaknesses.
5. **JavaScript Coding Exercises:** Complete online coding exercises or challenges (e.g., CodeWars, HackerRank) to reinforce JavaScript skills.
6. **Web Development Blogging:** Write blog posts on web design and development topics, sharing knowledge and experiences.
7. **Peer Teaching:** Teach a concept or skill to classmates, reinforcing understanding and communication skills.
8. **Personal Website Development:** Design, develop, and deploy a personal website, applying course concepts and skills.

List of equipment and software required:

1. Computers/Laptops (Windows/Mac)
2. GIMP (Free) - Graphic design and photo editing
3. WordPress (Free) - Content Management System
4. Visual Studio Code (Free) - Text editor and IDE

CPH387	ELECTIVE: SHORTHAND THEORY- I	L	T	P	C
Practicum		2	0	2	3

Introduction

Shorthand Theory-I provides a foundational understanding of the principles and techniques of shorthand writing, a vital skill for effective communication and efficient recording of information. This course introduces students to the fundamental concepts of consonants, vowels, and specialized shorthand symbols, including intervening vowels, alternatives signs, phraseography, and diphthongs. Through a structured approach, covering 64 hours of instruction, students will develop proficiency in writing shorthand, focusing on accuracy, speed, and readability. By mastering shorthand theory, students will enhance their ability to record and transcribe information quickly and accurately, making them proficient in various professional settings, such as business, education, and governance.

Course Objectives

The objectives of this course are to enable the students to:

1. To comprehend the basic principles of shorthand writing, including consonants, vowels, and specialized symbols.
2. To acquire proficiency in writing shorthand, focusing on accuracy, speed, and readability.
3. To recognize and apply shorthand symbols, including circle S, stroke S, large circle SW and SS, loops ST and STR, and diphthongs.
4. To develop skills in transcribing shorthand notes into longhand, ensuring accuracy and clarity.
5. To improve shorthand writing speed and efficiency through regular practice and drills.

Course Outcomes

After successful completion of this course, the students will be able to:

CO1: Demonstrate understanding of shorthand fundamentals, including consonants, vowels, and basic symbols.

CO2: Apply shorthand writing skills to transcribe simple sentences and phrases accurately.

CO3: Identify and use specialized shorthand symbols, including intervening vowels, alternatives signs, and phraseography.

CO4: Transcribe shorthand notes into longhand accurately.

CO5: Achieve a shorthand writing speed of 40-60 words per minute.

Pre Requisite: Basic knowledge of English

CO/PO Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1			1			
CO2		1		1			
CO3			1	1			
CO4				1	1		
CO5				1		1	1

Legend: 3-High Correlation, 2-Medium Correlation, 1-Low Correlation

Instructional Strategy

1. **Demonstrate and Model:** Show correct shorthand techniques and provide examples.
2. **Guided Practice:** Have students work in pairs/small groups to complete exercises.
3. **Visual Aids:** Utilize diagrams, charts, videos, and digital tools to illustrate concepts.
4. **Drill and Repetition:** Assign daily/weekly shorthand writing drills to reinforce skills.
5. **Collaborative Learning:** Divide students into groups for transcription exercises and projects.
6. **Formative Assessments:** Administer regular quizzes and tests to provide constructive feedback.
7. **Real-World Application:** Use authentic materials and scenarios to illustrate shorthand usage.

Assessment Methodology

	Continuous Assessment (40 marks)			End Semester Examination (60 marks)
	CA1	CA2	CA3	
Mode	Skill Test I	Skill Test II	Shorthand Observation Records	Practical
Duration	1 Period	1 Period	-	2 Hours
Exam Marks	50	50	20	60
Converted to	10	10	20	60
Marks	10	10	20	60
Tentative Schedule	6 th Week	12 th Week	13 th -14 th Week	

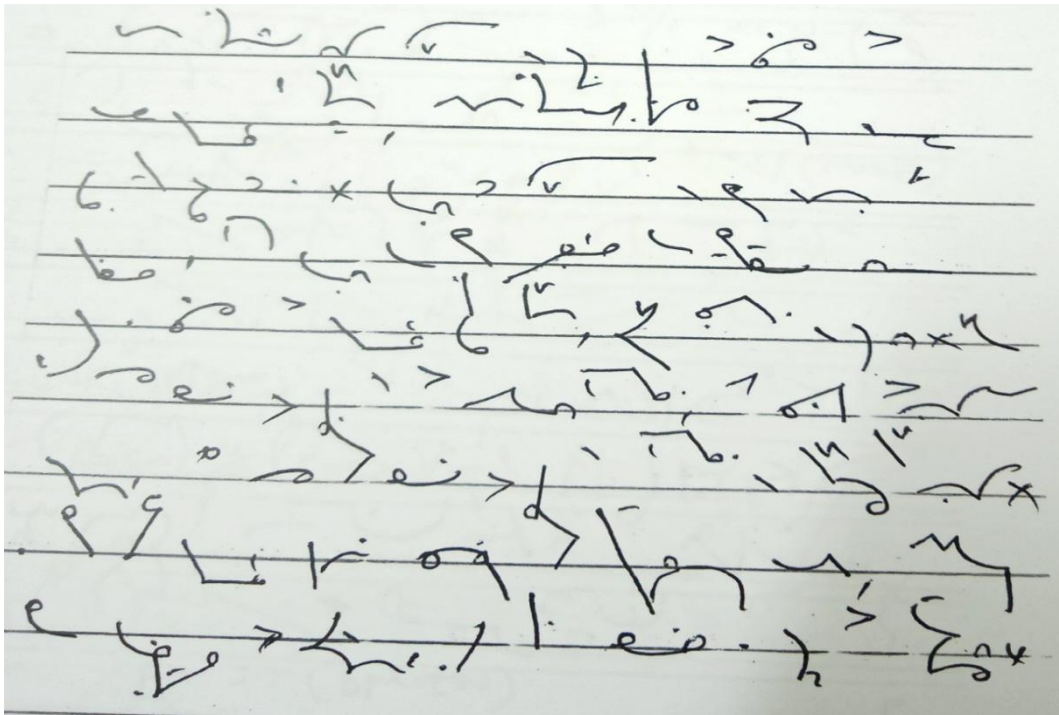
CA 1 and CA 2: Assessment skill test should be conducted for 50 Marks for two units. The marks scored will be converted to 10 Marks.

CA 3: Shorthand practice work should be kept as Observation records and 20 marks awarded for Observation Records. The marks scored should be taken for the internal assessment.

Elective: Shorthand Theory- I			
Unit	Topic	Exercises	Periods
I	Consonants and Vowels	Chapter I & II	12
II	Intervening Vowels, Alternatives Signs R and H Diphthongs	Chapter III, IV & V	12
III	Phraseography, Circle S, Stroke S	Chapter VI, VII & VIII	12
IV	Large Circle SW and SS, Loops ST and STR	Chapter IX & X	12
	Revision, Test		12
	Total Periods		60

Reference Books:

1. PITMAN Shorthand Instructor and Key – New Era Edition

Elective: Shorthand Theory- I				
MODEL QUESTION PAPER FOR PRACTICAL EXAM				
Time: 2 Hrs			Max. Marks: 60	
I	Write in shorthand			(5 x 2 = 10 marks)
		1.Value	4. seems	
		2.What can be	5. honesty	
		3.But the		
II	Answer any TWO question from the following:			(5x2=10 marks)
	a.What is Phrases? Give examples. b.Define Triphone and explain with examples. c.How Circle "S" is written for curved strokes. d.How 'SW' is used in phraseography?			
III	Transcribe the given litho into longhand.			(25 Marks)
				
IV	Write a summary in indirect form in about 120 words of the following passage with suitable heading and sub-heading (Number of words to be counted and entered at the end of the summary)			
				(Marks: 15)

Participating in the General Discussion on the Budget in the Legislative Assembly, an Hon. Member said:

I thank you much for giving me this opportunity which I would like to utilise only to make some general comments on the Budget because I am sure that I will have occasion to deal with each and every subject when the Demands for Grants are taken up for consideration.

Sir, I am very happy that the Hon. Minister has presented a tax free Budget this time. In fact, he has come forward to reduce the sales tax on quite a few items. I am very items has been made, from time to time to both in this House and outside. It is said that one of the characteristics of a good tax system is that the burden of the tax should fall only on those who can bear it. At the same time the tax should be collected with as little expenditure to the State as possible. With this end in view there should be a constant review of the tax structure. Committee was appointed to go into all the important aspects of the sales tax administration and make recommendation. The Committee made some useful suggestions and I think that some of them were also accepted by the Government. In recent times the merchant community is voicing the view that there is still scope for simplifying the procedures for tax assessment and collection of taxes. I therefore, request the Government to appoint a similar Committee now also for the specific purpose of examining the question of simplifying the procedures that are now being followed in the Sales tax Department.

Student List of Students Activities

1. **Shorthand Journaling:** Maintain a daily/weekly shorthand journal to practice writing skills.
2. **Shorthand Buddy System:** Pair up with a classmate to practice shorthand transcription and provide feedback.
3. **Shorthand Flashcards:** Create flashcards to memorize shorthand symbols, phrases, and vocabulary.
4. **Shorthand Transcription Exercises:** Complete exercises from Chapters I-X, focusing on accuracy and speed.
5. **Shorthand Sentence Building:** Write shorthand sentences using new vocabulary and symbols.
6. **Shorthand Speed Drills:** Practice writing shorthand passages at increasing speeds (e.g., 20-40-60 wpm).
7. **Shorthand Error Analysis:** Identify and correct errors in shorthand transcripts.
8. **Shorthand Project Presentation:** Create a shorthand-based project (e.g., manual, guide, or brochure) and present to the class.

II YEAR

SYLLABUS

IV SEMESTER

Semester IV

S. No.	Course Category	Course Type	Code	Course Title	L–T–P	Period	Credit	End Exam
1	Program Core	Theory	CPH401	Principles of Management	4-0-0	60	4	Theory
2	Program Core	Theory	CPH402	Financial Accounting- IV	4-0-0	60	4	Theory
3	Program Core	Practicum	CPH473	Income Tax Law and Practice-I	0-0-4	60	2	Practical
4	Program Core	Practicum	CPH474	TW – GTE English – Junior – Paper- II	1-0-4	75	3	Practical
5	Program Core	Practical	CPH475	Computerised Accounting Lab- I	1-0-2	45	2	Practical
6	Program Elective			Elective – II	2-0-2	60	3	
7	Open Elective	Advance Skill Certification	ASH494	Advance Skill Certification – IV	2-0-2	60	2	NA
8	Humanities & Social Science	Integrated Learning Experience		I&E / Club Activity / Community Initiatives	**	40	0	**
9	Audit Course	Integrated Learning Experience		Shop Floor Immersion	**	8	0	**
10	Audit Course	Integrated Learning Experience		Student – Led Initiative	**	22	0	**
11	Audit Course	Integrated Learning Experience		Emerging Technology Seminars	**	15	0	**
12	Audit Course	Integrated Learning Experience		Health & Wellness	**	30	0	**
13	Audit Course	Integrated Learning Experience		Special Interest Groups (Placement Training)	**	30	0	**
Total						565	20	

Note: Test & Revisions: 60 Periods | Library Hours: 15 Periods

Elective – II

S. No.	Course Category	Course Type	Code	Course Title	L–T–P	Period	Credit	End Exam
1	Program Elective	Practical	CPH486	RDBMS Lab	2-0-2	60	3	Practical
2	Program Elective	Practicum	CPH487	Shorthand Theory - II	2-0-2	60	3	Practical

CPH401	PRINCIPLES OF MANAGEMENT	L	T	P	C
Theory		4	0	0	4

Introduction

Management is the backbone of organizational success, encompassing the planning, organizing, leading, and controlling of resources to achieve strategic objectives. Effective management involves harnessing human, financial, and technological resources to optimize performance, productivity, and efficiency. This subject introduces students to the fundamental principles and practices of management, exploring its nature, scope, and importance. Through an examination of management theories, concepts, and models, students will gain a comprehensive understanding of the roles and functions of managers, planning and policy-making, organizational design, direction and motivation, and coordination and control. By studying the contributions of pioneering management thinkers, such as F.W. Taylor and Henry Fayol, and exploring contemporary management issues, students will develop the knowledge, skills, and competencies necessary to navigate complex business environments and emerge as effective managers in their chosen fields.

Course Objectives

The objectives of this course are to enable the students to:

1. **Define Management Fundamentals:** Understand management's definition, importance, nature, scope, and roles.
2. **Develop Strategic Planning Skills:** Explain planning processes, objectives, types, and decision-making models.
3. **Design Effective Organizational Structures:** Analyze organizational types, departmentalization, span of control, and committee structures.
4. **Apply Motivational and Leadership Theories:** Explain motivation concepts, theories (Maslow, Herzberg), leadership qualities, and styles.
5. **Integrate Co-ordination and Control Mechanisms:** Explain co-ordination's need, controlling processes, and relationships between planning and controlling.

Course Outcomes

After successful completion of this course, the students will be able to:

CO1: Demonstrate Understanding of Management Concepts:

Upon completion of this course, students will be able to define and explain management principles, functions, and scope, and identify their importance in organizational success.

CO2: Apply Planning and Organizing Techniques Effectively:

Students will be able to develop and implement plans, policies, and organizational structures to achieve strategic objectives, using tools and techniques such as SWOT analysis and departmentalization.

CO3: Analyze Leadership and Motivation Theories:

Students will be able to compare and contrast leadership styles (autocratic, democratic, laissez-faire) and motivation theories (Maslow, Herzberg, Mc-Gregor), and apply them to real-world scenarios.

CO4: Design and Implement Control Mechanisms:

Students will be able to design and implement effective control systems, including setting standards, monitoring performance, and taking corrective action, to ensure organizational goals are met.

CO5: Develop Essential Managerial Skills:

Students will be able to demonstrate essential managerial skills, including communication, delegation, decision-making, and problem-solving, to effectively manage resources and achieve organizational objectives.

Pre-requisite : Basic knowledge about basic concepts of business, economics, and Accounting.

CP/PO Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3		3				
CO2		3			3	2	
CO3	3	2	2				2
CO4				3	3		
CO5	3		3			3	2

Legend: 3-High Correlation, 2-Medium Correlation, 1-Low Correlation

Instructional Strategy

1. **Case Study Method:** Use real-world scenarios to illustrate management concepts, encouraging critical thinking, analysis, and problem-solving.
2. **Group Discussions and Debates:** Foster collaborative learning, encouraging students to share perspectives on management topics, such as leadership styles, motivation theories, and organizational structures.
3. **Role-Play and Simulation:** Engage students in interactive scenarios, simulating management situations, such as decision-making, communication, and conflict resolution.
4. **Guest Lectures and Industry Visits:** Invite management professionals to share expertise and provide real-world insights, complemented by industry visits to observe management practices.
5. **Project-Based Learning:** Assign students to develop and implement management projects, applying theoretical concepts to practical problems, promoting experiential learning.

Assessment Methodology

ASSESSMENT FOR THEORY PAPERS				
Assessment	Duration	Portions covered	Mark Allocation	Reduced to
CAT 1	2 Periods	UNITS I & II	30 Marks 1 Mark Questions (10) ->10 Marks 10 Mark Questions (2 out of 4) ->20 Marks	15 Marks
CAT 2	2 Periods	UNITS III & IV	30 Marks 1 Mark Questions (10) ->10 Marks 10 Mark Questions (2 out of 4) ->20 Marks	15 Marks
CAT 3 (OR)	1 Period	UNIT V	15 Marks 1 Mark Questions (5) -> 5 Marks 10 Mark Questions (1out of 2) ->10 Marks	10 Marks
SEMINAR	During the semester	Subject / General		
Total				40 Marks

CAT 1 : Assessment test should be conducted for 30 Marks for Units I and II. The marks scored will be converted to 15 Marks.

Part A : (10 x 1= 10 Marks) - Multiple Choice Questions (MCQs), True or False questions, Match the following, Image based Multiple Choice Questions

Part B : (10 X 2 = 20 Marks) - Students are required to answer any 2 questions out of 4 questions.

CAT 2 : Assessment test should be conducted for 30 Marks for Units III and IV. The marks scored will be converted to 15 Marks.

Part A : (10 x 1= 10 Marks) - Multiple Choice Questions (MCQs), True or False questions, Match the following, Image based Multiple Choice Questions

Part B : (10 X 2 = 20 Marks) - Students are required to answer any 2 questions out of 4 questions

CAT 3 : Assessment test should be conducted for 15 Marks for Units V. The marks scored will be converted to 10 Marks.

Part A : (5 x 1= 5 Marks) - Multiple Choice Questions (MCQs), True or False questions, Match the following, Image based Multiple Choice Questions

Part B : (1 X 10 = 10 Marks) - Students are required to answer any 1 question out of 2 questions.

OR

Seminar for 10 Marks instead of CAT 3

Question Pattern

Autonomous Examination - Question Paper Pattern

Time: 2 Hrs. 30 Minutes.

Max. Marks:60

PART - A carries a total of 30 marks and will have Multiple Choice Questions (MCQs), True or False questions, Match the following, Image based Multiple Choice Questions covering all the five units.

PART- B carries a total of 30 marks and students are required to answer any 3 questions out of 6 questions. The six questions will be distributed across five units with each unit contributing at least one question and no unit can have more than two questions.

Equal Weightage should be given for all the units of the syllabus.

PART A Multiple Choice Questions (MCQs), True or False Questions, Match the following, Image based Multiple Choice Questions	30 X 1 = 30 Marks
PART B Answer any Three Questions out of 6 Questions	3 X 10 = 30 Marks
Total Marks	60 Marks

PRINCIPLES OF MANAGEMENT		
Unit	Name of the Topics	Periods
I	Introduction to Management: Management: Meaning–Definition–Importance–Nature and Scope of Management–Role and functions of a manager – Levels of Management –Art or science–Development of Scientific Management –Contributions by F.W. Taylor and Henry Fayol.	12
II	Planning and Policies: Planning–Nature, Importance – Objectives -Characteristics–Steps in Planning– type of planning. Policies: Meaning - Procedures and Methods– Nature and types of policies – Decision making – Process of decision making – types of decision – MBO.	12
III	Organization, Authority and Responsibility: Organization– Types of Organization–Organization structure–Span of Control and Committee – departmentalization – Informal Organization - authority –responsibility–delegation of authority– centralization and decentralization– Difference between Authority and Power	12
IV	Direction and Motivation: Direction – Nature and purpose - Motivation and Satisfaction – Concepts of Motivation - Motivation Theories – Maslow – Herzberg – Mc-Gregor – Leadership – Meaning – Qualities of a good leader – Leadership Styles.	12
V	Co-ordination and Controlling: Co-ordination–Need–Type and Techniques and Requisites for excellent Coordination. Controlling– Meaning and Importance of controlling–Relationship between Planning and Controlling–Control Process– Characteristics of Good control System	12
	Total Periods	60

Reference Books :

1. Business Management – C.B. Gupta – Sultan Chand & Sons – New Delhi.
2. Business Management – J. Jayasankar – Margham Publication – Chennai.
3. Principles & Practice of Management – L.M. Prasad – Sultan Chand & Sons – New Delhi.

Suggested List of Students Activities

1. **Management Case Study Competition:** Divide students into teams to analyze and present solutions to real-world management case studies.
2. **Group Debate on Management Topics:** Assign students' topics (e.g., leadership styles, motivation theories) and have them debate in groups, encouraging critical thinking and public speaking.
3. **Management Plan Development Project:** Have students develop a comprehensive management plan for a hypothetical organization, applying course concepts.
4. **Role-Play Exercise: Manager-Employee Interaction:** Pair students to role-play management scenarios (e.g., performance appraisal, conflict resolution), promoting effective communication.
5. **Management Quiz and Game Show:** Organize a quiz or game show to reinforce understanding of management concepts, terminology, and theories.

CPH402	FINANCIAL ACCOUNTING – IV	L	T	P	C
Theory		4	0	0	4

Introduction

Financial Accounting IV delves into the complexities of partnership accounts, dissolution, and specialized accounting topics. This course builds on foundational accounting principles, exploring the nuances of partnership formations, changes, and terminations. Students will learn to navigate critical aspects such as capital and drawings accounts, profit sharing ratios, goodwill, retirement, and death of partners. Additionally, the course covers dissolution of partnership firms, realisation accounts, and insolvency scenarios. The study of fire insurance claims rounds out the curriculum, focusing on computation methods for stock and profit losses, salvage treatment, and average clause applications. Through practical problem-solving, students will develop expertise in preparing and analyzing financial statements for partnerships and addressing complex accounting scenarios.

Course Objectives

The objectives of this course are to enable the students to:

1. **Understand Partnership Accounting Concepts:** To comprehend the fundamental principles of partnership accounts, including capital and drawings accounts, profit sharing ratios, and goodwill, and apply them in various scenarios.
2. **Analyze Changes in Partnership Structure:** To learn how to account for changes in partnership structure, including admission, retirement, and death of partners, and calculate new profit sharing ratios and sacrificing ratios.
3. **Prepare Dissolution Accounts:** To understand the process of dissolving a partnership firm, prepare realisation accounts, and apply insolvency rules, including Garner Vs Murray Rule.

4. **Compute Fire Insurance Claims:** To calculate fire insurance claims for loss of stock and profit, applying concepts such as gross profit ratio, salvage treatment, and average clause.
5. **Apply Accounting Standards to Practical Problems:** To develop problem-solving skills in financial accounting, applying relevant accounting standards and conventions to simple and complex scenarios related to partnerships and fire insurance claims.

Course Outcomes

After successful completion of this course, the students will be able to:

- CO1:** Demonstrate understanding of partnership accounting principles.
- CO2:** Prepare financial statements for partnerships, incorporating changes in partnership structure, such as admission, retirement, and death of partners.
- CO3:** Analyze and account for dissolution of partnerships, including preparation of realisation accounts and application of insolvency rules.
- CO4:** Calculate fire insurance claims for loss of stock and profit, applying relevant concepts and formulas.
- CO5:** Apply critical thinking and problem-solving skills to complex financial accounting problems, identifying relevant accounting standards and conventions.

Pre-requisite : Basic knowledge about Accounts

CP/PO Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3						
CO2	3	2					
CO3	3	2					
CO4	2	2	2				
CO5	2	3	2				2

Legend: 3-High Correlation, 2-Medium Correlation, 1-Low Correlation

Instructional Strategy

1. **Lecture-Cum-Problem-Solving Approach:** Combine theoretical explanations with practical problem-solving to reinforce understanding of partnership accounting concepts, fire insurance claims, and related calculations.
2. **Case Study Method:** Use real-world scenarios or hypothetical cases to illustrate partnership formation, admission, retirement, death, and dissolution, enabling students to analyze and apply accounting principles.
3. **Group Discussions and Presentations:** Divide students into groups to discuss topics like goodwill, revaluation of assets and liabilities, and insolvency rules, promoting critical thinking, collaboration, and effective communication.
4. **Solved Illustrations and Numerical Problems:** Provide step-by-step solutions to numerical problems and illustrations, allowing students to comprehend complex accounting concepts, such as capital and drawings accounts, profit sharing ratios, and fire insurance claims.
5. **Computer-Based Accounting Software (CBAS) Training:** Integrate CBAS training to familiarize students with practical accounting software, enabling them to apply theoretical knowledge to real-world accounting scenarios, including partnership accounts and fire insurance claims.

Assessment Methodology

	Continuous Assessment (40 marks)					End Semester Examination (60 Marks)
	CA1	CA2	CA3	CA4	CA5	
Mode	Written test (Two units)	Written test (Another Two units)	Quiz MCQ (Online / Offline)	Model Examination	Assignment	Written Examination
Duration	2 Periods	2 Periods	1 Period	2 Hours 30 Minutes	-	2 Hours 30 Minutes
Exam Marks	50	50	20	60	20	60
Converted to	10	10	5	5	20	60
Marks	Best One of CA1 & CA2 10		5	5	20	60
Tentative Schedule	6 th Week	12 th Week	13 th -14 th Week	16 th Week	Assignment I 12 th week Assignment II 14 th week	

CA 1 and CA 2: Assessment written test should be conducted for 50 Marks for two units. The marks scored will be converted to 10 Marks. Best one out of two will be considered for the internal assessment of 10 Marks.

CA1 and CA2, Assessment test should be conducted for two units as below:

Part A : (4 x 5 = 20 Marks)

Part B: (2 X 15 = 30 Marks)

Five questions (Minimum two questions from each unit) will be asked in Part A and students should answer any four questions. Four questions (Minimum two questions from each unit) will be asked in Part B and the students should answer any two questions.

CA 3: 20 MCQs (Four MCQs from each unit) can be asked by covering the entire portion. It may be conducted by Online / Offline. The marks scored should be converted to 5 marks for the internal assessment.

CA 4: Model examination should be conducted as per the end semester question pattern. The marks should be converted to 5 marks for the internal assessment.

CA 5: Assignment I should be submitted for first three units at the end of 12th week for 20 marks and Assignment II should be submitted for last two units at the end of 14th week. Best one out of two will be considered for the internal assessment of 20 Marks.

Question Pattern:

Autonomous Examination - Question Paper Pattern

Time: 2 Hours 30 Minutes.

Max.Marks:60

PART - A Six questions will be asked covering all the units. Minimum one question from each unit will be asked. Answer any Three questions. Each question carries 5 marks.

Theory: 2 Questions and Problem: 4 Questions.

PART- B Six questions will be asked covering all the units. Minimum one question from each unit will be asked. Answer any Three questions. Each question carries 15 marks.

Theory: 1 Question and Problem: 5 Questions.

Equal Weightage should be given for all the units of the syllabus.

PART A Answer any Three Questions from Question Numbers 1 to 6	3 X 5 = 15 Marks
PART B Answer any Three questions from Question Numbers 7 to 12	3 X 15 = 45 Marks
Total Marks	60 Marks

FINANCIAL ACCOUNTING – IV		
Unit	Name of The Topics	Periods
I	Partnership - Introduction Partnership – Meaning – features - Capital & Drawing Accounts – Sharing of Profits and Losses – calculation and treatment of Interest on Capital and Drawings – Fixed & Floating Capital methods. (Simple Problems Only)	12
II	Partnership – Admission Admission of a Partner – calculations of new profit sharing Ratio – Treatment of undistributed profits and Reserves – Revaluation of Assets and Liabilities – Goodwill – Calculation and treatment of Goodwill – Admission of new partners with adjustment. (Simple Problems Only)	12
III	Partnership – Retirement and Death Retirement of partner – calculations of new profit sharing ratio – Sacrificing Ratio – Treatment of undistributed profits and Reserves – Revaluation of Assets and Liabilities – Treatment of Goodwill – Accounting Problems. Death of Partner – Capital account of legal hirer.(Simple Problems Only)	12
IV	Partnership – Dissolution Dissolution of Partnership firm – Realisation Account – Insolvency of a Partner – Garner Vs Murray Rule - Insolvency of all Partners – Accounting Problems – Piecemeal distribution method. (Simple Problems Only)	12
V	Fire Insurance Claims: Need for fire insurance – Types of fire insurance policies – Computation of claim to be lodged for loss of stock – Steps for Computation of fire insurance claim for loss of stock – Gross profit Ratio –Treatment of Salvage - Average clause –Claim for loss of profit - Steps for Computation of claim for loss of profit .(Loss of stock problems only)	12
	Total Periods	60

Reference books:

1. Financial accounting – Reddy & Moorthy
2. Financial accounting – M.C. Sukla
3. Financial accounting – R. L. Gupta & V.K. Gupta
4. Advanced Accountancy – M. Radhaswamy

Suggested List of Students Activities

1. **Group Case Study Presentations:** Assign students a partnership or fire insurance claim scenario to analyze and present, applying accounting principles and concepts.
2. **Numerical Problem-Solving Sessions:** Provide students with a set of numerical problems related to partnership accounts, fire insurance claims, and dissolution, and have them work in pairs or groups to solve.
3. **Accounting Software Practical:** Assign students to complete practical exercises using accounting software (e.g., Tally, QuickBooks) to record partnership transactions, prepare financial statements, and calculate fire insurance claims.
4. **Research Project:** Ask students to research and prepare a report on a specific topic related to partnership accounting or fire insurance claims, such as "Impact of Goodwill on Partnership Firm" or "Types of Fire Insurance Policies".
5. **Debate on Accounting Issues:** Organize debates on topics like "Is goodwill an asset or expense?" or "Should partnership firms be dissolved voluntarily or compulsorily?" to encourage critical thinking and effective communication.
6. **Quiz and Game Shows:** Conduct quiz sessions or game shows to test students' knowledge of partnership accounting concepts, fire insurance claims, and related calculations.
7. **Peer Review and Discussion:** Have students review and discuss each other's assignments, case studies, or project reports to promote collaborative learning and improve critical thinking.
8. **Real-World Application Project:** Ask students to find and analyze a real-world example of a partnership firm or fire insurance claim, applying accounting principles and concepts learned in the course.

CPH473	INCOME TAX LAW & PRACTICE-I	L	T	P	C
Practicum		0	0	4	2

Introduction

Income Tax is a fundamental component of a country's fiscal policy, playing a vital role in financing public expenditures and promoting economic growth. As a direct tax levied on individuals and organizations, income tax serves as a significant source of revenue for governments worldwide. This subject delves into the complexities of income tax, covering essential concepts such as assessment, taxation, and exemptions. Students will explore various heads of income, including salaries, house property, and capital gains, and learn to apply relevant sections of the Income Tax Act, 1961. Through this study, individuals will gain a comprehensive understanding of income tax principles, enabling them to navigate the intricacies of taxation and make informed financial decisions.

Course Objectives

The objectives of this course are to enable the students to:

- 1. Understand the fundamental concepts of Income Tax Law:**
Comprehend the basic concepts of income tax, assessment, assessee, types of assesses, and residential status.
- 2. Calculate taxable income from various sources:** Determine taxable income from salaries, house property, and capital gains, applying relevant provisions and exemptions.
- 3. Apply tax laws and regulations:** Familiarize themselves with the Income Tax Act, 1961, and understand the scope of income, exempted income, and canons of taxation.

4. **Solve practical problems and case studies:** Develop problem-solving skills through simple problems and case studies related to income tax, including computation of taxable income, deductions, and exemptions.
5. **Analyze and interpret tax laws and provisions:** Develop critical thinking skills to analyze and interpret tax laws, provisions, and regulations, enabling them to make informed decisions in real-world scenarios.

Course Outcomes

After successful completion of this course, the students will be able to:

CO1. Demonstrate understanding of income tax fundamentals

Identify and explain basic concepts of income tax, assessment, assessee, types of assesses, and residential status, as per the Income Tax Act, 1961.

CO2. Compute taxable income from various sources

Calculate taxable income from salaries, house property, and capital gains, applying relevant provisions, exemptions, and deductions, as per the Income Tax Act, 1961.

CO3. Analyze tax implications of different situations

Apply tax laws and regulations to real-world scenarios, including determination of residential status, computation of taxable income, and application of exemptions and deductions.

CO4. Solve numerical problems and case studies

Apply theoretical knowledge to solve simple numerical problems and case studies related to income tax, including computation of taxable income, deductions, and exemptions.

CO5. Interpret and apply tax laws and provisions

Demonstrate ability to interpret and apply relevant provisions of the Income Tax Act, 1961, and other tax laws, to arrive at logical conclusions and make informed decisions.

Pre-requisite: Basic knowledge about taxation concepts and Indian taxation laws.

CP/PO Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
C01	3	2				1	
C02		3		2			2
C03		3		1			3
C04	3			2			
C05		3	2		3		

Legend: 3-High Correlation, 2-Medium Correlation, 1-Low Correlation

Instructional Strategy

1. **Lecture-Cum-Problem-Solving Approach:** Combine theoretical explanations with practical problem-solving to reinforce understanding of income tax concepts, calculations, and exemptions.
2. **Case Study Method:** Use real-world scenarios or hypothetical cases to illustrate income tax applications, enabling students to analyze and apply tax provisions to practical situations.
3. **Group Discussions and Presentations:** Divide students into groups to discuss topics like residential status, capital gains, and tax deductions, promoting critical thinking, collaboration, and effective communication.
4. **Simulation and Role-Play:** Create simulated tax scenarios where students assume roles of taxpayers, accountants, or tax authorities, applying income tax concepts in a realistic and interactive environment.
5. **Computer-Based Tax Software Training:** Integrate software training (e.g., Tally, QuickBooks) to familiarize students with practical income tax calculations, returns, and compliance, bridging the gap between theory and practice.

Assessment Methodology

	Continuous Assessment (40 Marks)			End Semester Examination (60 Marks)
	CA1	CA2	CA3	
Mode	Written Test I (Unit I &II)	Written Test II (Unit III & V)	Observation and Records	Practical
Duration	2 Hours	2 Hours	-	2 Hours 30 Minutes
Exam Marks	50	50	20	60
Converted to	10	10	20	60
Marks	10	10	20	60
Tentative Schedule	6 th Week	12 th Week	13 th -14 th Week	

CA 1 and CA 2: Assessment written test should be conducted for 50 Marks. The marks scored will be converted to 10 Marks. Best one out of two will be considered for the internal assessment of 10 Marks.

CA1and CA2, Assessment test should be conducted for two units as below:

Part A : (4 x 5= 20 Marks)

Part B : (2 X 15 = 30 Marks).

Six questions (Minimum two questions from each unit) will be asked in Part A and students should answer any four questions. Six questions (Minimum two question from each unit) will be asked in Part B and the students should answer any two questions.

CA 3: 20 marks are to be awarded for Observation 10 Marks and Records 10 marks. The marks scored should be taken for the internal assessment.

The exercise should be completed on the day of practice. The same shall be evaluated for 10 marks on the day or the next day of practice before commencement of next exercise. The detailed date of the practices and its evaluations should be maintained in the log book and should be submitted for the verification.

Allocation of Marks for End Semester Examinations

S. No.	Description	Marks
A	Written Test (1 EXERCISE) (The students shall be permitted to select any one exercise by lot.) (Procedure 30 Marks and Execution 20 Marks)	50
B	Viva-Voce	10
Total Marks		60

INCOME TAX LAW & PRACTICE-I		
Unit	Name of the Topics	Periods
I	INTRODUCTION Basic concepts – Assessment –Assessee– Types of Assesses – Person - Kinds of Persons– Assessment year – Previous year – Financial Year – Canons of Taxation and the Income Tax Act 1961 – Importance of Income Tax – Exempted Income under Income Tax – Residential Status – Scope of Income. (Simple Problems Only)	12
II	INCOME FROM SALARY-I Heads of Income – Salaries – Receipts included under head Salaries – Provident Fund – Allowances (Simple Problems Only)	12
III	INCOME FROM SALARY-II Pension – Commutation of Pension – Gratuity – Deductions U/s 16 from Gross Salary – Deductions u/s 80C – Calculation of salary income. (Simple Problems Only)	12
IV	INCOME FROM HOUSE PROPERTY Income from House Property – Bases of Charge – Ownership with Assessee– Deemed ownership – Incomes from House Property fully exempted from tax – Computation of Income from House Property – let out House – Self Occupied House. (Simple Problems Only)	12

V	INCOME FROM CAPITAL GAINS Income under capitals gains – Short term, Long term capital gains – Transfer of capital assets – Certain transactions not included as transfer – Cost of acquisition – Cost of improvement – Indexation of cost (Pre and Post Budget 2024) – Capital gains under different circumstances – Exempted capital gains – Computation of capital gains (Excluded Bonus shares and Right shares). (Simple Problems Only)	12
	Total Periods	60

Reference Books:

1. Vinod, K.Singhania, Students Guide to IncomeTax, Taxman Publications Pvt. Ltd.
2. Mehrotra- Income Tax Law&Accounts, Goyal, Sathiya Bhavan Publications.
3. Gaur & Narang, Income Tax Law & Practice, Kalyani Publishers.
4. Reddy. T.S. & Hariprasad Reddy, Y, Income Tax Theory, Law & Practice, Margham Publications, Chennai.

Web Reference:

1. www.incometaxindia.gov.in
2. www.incometaxindiaefiling.gov.in

INCOME TAX LAW & PRACTICE-I	
	List of Lab Exercises
1	Sam came to India first time during the P.Y. 2023-24. During the previous year, he stayed in India for (i) 50 days; (ii) 183 days; & (iii) 153 days. Determine his residential status for the A.Y. 2024-25 in each of the above cases.
2	Andy, a British national, comes to India for the first time during 2019-20. During the financial years 2019-20,2020-21, 2021-22, 2022-23 and 2023-24, he was in India for 55 days, 60 days, 80 days, 160 days and 70 days

	respectively. Determine his residential status for the assessment year 2024-25.																
3	<p>Ram provides following details of income, calculate the income which is liable to be taxed in India for the A.Y.2024-25 assuming that –</p> <p>(a) He is an ordinarily resident (b) He is not an ordinarily resident (c) He is a non-resident</p> <table border="1"> <thead> <tr> <th>Particular</th><th>Amount(Rs.)</th></tr> </thead> <tbody> <tr> <td>Salary received in India from a former employer of UK</td><td>1,40,000</td></tr> <tr> <td>Income from tea business in Nepal being controlled from India</td><td>10,000</td></tr> <tr> <td>Interest on company deposit in Canada (1/3rd received in India)</td><td>30,000</td></tr> <tr> <td>Profit from a business in Mumbai controlled from UK</td><td>1,00,000</td></tr> <tr> <td>Profit for the year 2002-03 from a business in Tokyo remitted to India</td><td>2,00,000</td></tr> <tr> <td>Income from a property in India but received in USA</td><td>45,000</td></tr> <tr> <td>Income from a property in London but received in Delhi</td><td>1,50,000</td></tr> </tbody> </table>	Particular	Amount(Rs.)	Salary received in India from a former employer of UK	1,40,000	Income from tea business in Nepal being controlled from India	10,000	Interest on company deposit in Canada (1/3rd received in India)	30,000	Profit from a business in Mumbai controlled from UK	1,00,000	Profit for the year 2002-03 from a business in Tokyo remitted to India	2,00,000	Income from a property in India but received in USA	45,000	Income from a property in London but received in Delhi	1,50,000
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Income from a property in London but received in Delhi	1,50,000																
4.	<p>X, a resident of Ajmer, receives Rs.48,000 as basic salary during the previous year 2023-24. In addition, he gets Rs. 4,800 as dearness allowance forming part of basic salary, 7% commission on sales made by him (sale made by X during the relevant previous year is Rs. 86,000) and Rs. 6,000 as house rent allowance. He, however, pays Rs. 5,800 as house rent. Determine the quantum of exempted house rent allowance.</p>																
5	<p>Mr. Mugal joined Star Ltd. on 1/4/2018. Details regarding his salary</p>																

are as follows:

Basic	5,000 p.m.
Dearness Allowance	2,000 p.m. (50% considered for retirement benefit)
Education Allowance	1,000 p.m. (he has 1 son and 3 daughters)
Hostel Allowance	2,000 p.m. (none of the children is sent to hostel)
Medical Allowance	1,000 p.m. (total medical expenditure incurred Rs. 3,000)
Transport Allowance	1,800 p.m. (being used for office to residence & vice versa)
Servant Allowance	1,000 p.m.
City compensatory Allowance	2,000 p.m.
Entertainment Allowance	1,000 p.m.
Assistants Allowance	3,000 p.m. (paid to assistant Rs. 2,000 p.m.)
Professional Development Allowance	2,000 p.m. (actual expenses for the purpose Rs. 8,000 p.m.)
Bonus	24,000 p.a.
Commission	9,000 p.a.
Fees	5,000 p.a.

Compute taxable allowances

6. Mr. Rohit a non-Government employee has the following salary details:
Details regarding his salary are as follows:

	Basic Salary	Rs. 5,000 p.m.	D.A.		Rs. 2,000 p.m.		
	Entertainment Allowance	Rs. 300 p.m.	Professional tax paid by employee		Rs. 600		
	LIC Premium paid by employer	Rs. 3,600	Income tax paid by employee		Rs. 2,000		
	Professional tax paid by employer on behalf of employee Rs.1,600						
7	Find out the Gross annual value in case of the following properties.						
	Particulars	H1	H2	H3	H4	H5	H6
	Gross Municipal Value p.a.	200	300	400	500	300	300
	Fair rent p.a.	300	600	750	180	200	400
	Standard rent under the Rent Control Act p.a.	300	180	280	225	250	240
	Actual rent p.a. Property remains vacant (in number of month)	600	900	300	240	216	240
8	Compute net annual value with the following details for the A.Y. 2024-25						
	Particulars	H1	H2	H3	H4	H5	H6
	Situated at	Patna	Anand	Hyderabad	Balurghat	Jodhpur	Etawa
	Municipal Value(Rs.)	1,00,000	2,00,000	3,00,000	4,00,000	4,25,000	6,00,000
	Gross Annual Value(Rs.)	1,00,000	2,50,000	1,80,000	5,00,000	8,00,000	5,00,000

Municipal tax for P.Y.2023-24	Rs. 5,000	10%	5%	20%	12%	10%
Sewerage tax	-	5%	Rs. 1,000	3%	Rs. 3,750	Rs. 1,000
Water Tax	-	3%	5%	2%	5%	-

Additional information:

- In case of H3, municipal tax paid for the financial year 1997-98 to 2022-23 is Rs. 2,00,000.
- In case of H4, municipal tax paid for the financial year 2023-24 is Rs. 3,000.
- In case of H6, all taxes charged by municipality are paid to the extent of 80% (50% by owner and 30% by tenant).

9 Classify the following assets

Items	Period of holding	Nature of Asset
Jewellery	From 1/07/2018 to 7/03/2024	?
Listed Shares	From 7/07/2021 to 15/04/2023	?
Shares in Y Pvt. Ltd.	From 7/07/2021 to 15/09/2023	?
Residential house	From 17/07/1983 to 15/04/2023	?
Units of UTI	From 15/05/2023 to 1/01/2024	?
Zero coupon bonds	From 6/06/2023 to 11/11/2024	?
Drawings	From 1/01/2015 to 12/12/2023	?

	Unlisted Shares	From 7/10/2021 to 15/09/2024	?	
10.	Mr. Dinagar had purchased a golden ring as on 17/8/2022 for Rs. 20,000. On 1/05/2023, he has sewn a diamond on it costing Rs. 25,000. On 1/08/2023, he sold such ring for Rs. 80,000 and incurred brokerage for arranging customer Rs. 5,000. Compute capital gain.			
11.	On 23rd December, 2023, Raja sold 500 grams of gold, the sale consideration of which was Rs. 13,50,000. He had acquired this gold on 20th August, 2005 for Rs. 4,00,000. Fair market value of 500 grams of gold on 1st April, 2005 was Rs. 3,60,000. Find out the amount of capital gain chargeable to tax for the assessment year 2024-25.			
12.	<p>Mrs. Parimala has jewellery, being gifted on 01/04/2010 by her brother Jagadesh. Jagadesh acquired such asset for Rs. 60,000 as on 1/07/2000. On 1/07/2007, Jagadesh has sewn a diamond worth Rs. 25,000 in such jewellery. On 1/04/2014, Mrs. Parimala incurred polish expenditure on such jewellery costing Rs. 5,000. As on 1/04/2023, Mrs. Parimala sold such jewellery for Rs. 12,00,000. Brokerage @ 1% of sale value was paid by her. The fair market value of the jewellery as on 01/04/2005 is Rs. 2,00,000; 1/04/2010 is Rs. 5,00,000; and 1/04/2023 is Rs. 7,50,000.</p> <p>Compute capital gain in hands of Mrs. Parimala for the A.Y. 2024-25.</p>			

Suggested List of Students Activities

1. **Tax Case Study Analysis:** Analyze and solve real-world tax scenarios, applying income tax concepts and provisions.
2. **Income Tax Return Preparation:** Prepare tax returns for individuals or businesses, using tax software (e.g., Tally, QuickBooks).
3. **Group Discussions on Tax Topics:** Debate and discuss tax-related topics (e.g., tax evasion, tax reforms, capital gains, deductions).
4. **Tax Planning Exercises:** Develop tax planning strategies for hypothetical clients, considering various tax implications.
5. **Tax Quiz :** Participate in tax-themed quizzes shows to reinforce understanding of income tax concepts.

CPH474	TYPEWRITING-ENGLISH-GTE JUNIOR-PAPER II	L	T	P	C
Practicum		1	0	4	3

Introduction

In this paper, students will demonstrate their typewriting skills in English by completing four distinct tasks. They will begin by typing a statement, showcasing their ability to accurately and efficiently reproduce a given text. Next, they will type a business letter, applying their knowledge of formal letter writing conventions. The third task requires students to type a professional letter, highlighting their understanding of tone, language, and format in a professional context. Finally, they will type a government order, demonstrating their ability to accurately reproduce a formal document. By completing these tasks, students will exhibit their mastery of typewriting skills in English, including speed, accuracy, and formatting..

Course Objectives

The objectives of this course are to enable the students to:

1. **Develop Typewriting Speed and Accuracy:** Students will be able to type at a minimum speed of 40 words per minute with high accuracy in English.
2. **Master Business Letter Writing:** Students will be able to type business letters with proper formatting, tone, and language.
3. **Understand Professional Letter Writing:** Students will be able to type professional letters with appropriate tone, language, and format.
4. **Reproduce Government Orders Accurately:** Students will be able to accurately type government orders with correct formatting and language.
5. **Improve Keyboard Skills and Efficiency:** Students will develop their keyboard skills and efficiency, using the appropriate fingers for each key and minimizing errors.

Course Outcomes

After successful completion of this course, the students will be able to:

CO1: Typewriting Foundations

Upon completion of this course, students will be able to demonstrate basic typewriting skills, including alphabet, numerals, and punctuation marks with high accuracy.

CO2: Business Letter Typing

Students will be able to type business letters with proper formatting, tone, and language, using appropriate vocabulary and sentence structure.

CO3: Professional Letter Typing

Students will be able to type professional letters with appropriate tone, language, and format, demonstrating an understanding of formal communication.

CO4: Government Order Typing

Students will be able to accurately type government orders with correct formatting and language, reproducing complex documents with precision.

CO5: Keyboard Efficiency and Speed

Students will develop keyboard skills and efficiency, using the appropriate fingers for each key, minimizing errors, and increasing typing speed.

Pre-requisite: English language proficiency (reading, writing, speaking) and Basic typing skills with a minimum speed of 30 words per minute (WPM)

CO/PO Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
C01	3			2		1	2
C02	3	2	1	2	1	2	2
C03	3	2	2	1	2	2	2
C04	3	2	1	2	2	2	2
C05	3			3		2	2

Legend: 3-High Correlation, 2-Medium Correlation, 1-Low Correlation

Instructional Strategy

1. **Demonstration and Imitation:** Instructor demonstrates typewriting techniques, and students imitate to develop muscle memory.
2. **Drills and Practice:** Regular drills and practice exercises to build speed, accuracy, and efficiency.
3. **Guided Typing:** Instructor provides guidance on typing techniques, posture, and hand position.
4. **Timed Typing Exercises:** Timed exercises to build speed and endurance.
5. **Error Analysis and Correction:** Instructor identifies and corrects errors, providing feedback for improvement.

Assessment Methodology

	Continuous Assessment (40 Marks)			End Semester Examination (60 Marks)
	CA1	CA2	CA3	
Mode	Skill Test I	Skill Test II	Typing Sheet Records	Practical
Duration	45 Minutes	45 Minutes	-	45 Minutes
Exam Marks	50	50	20	60
Converted to	10	10	20	60
Marks	10	10	20	60
Tentative Schedule	6 th Week	12 th Week	13 th -14 th Week	

CA 1 and CA 2: Assessment skill test should be conducted for 50 Marks for second paper I and second paper II . The marks scored will be converted to 10 Marks.

CA 3: 20 marks are to be awarded for maintaining Typing sheet records. The marks scored should be taken for the internal assessment.

TYPEWRITING-ENGLISH-GTE JUNIOR-PAPER II		
Unit	Name of the Topics	Periods
1	Statement	15
2	Business letter	20
3	Professional letter	20
4	Government order	20
	Total Periods	75

Note: 5 Marks will be awarded for those who are able to present the format correctly

Practical Examination Question Paper should be prepared for 100 Marks and Final Marks Scored be converted to 60 Marks.

A candidate will be declared to have passed the examination of the subject only if he/she has secured the prescribed minimum 30 out of 60 marks and minimum 45 marks out of 100.

Question Pattern:

Autonomous Examination- Question Paper Pattern

Marks assigned for the Question No 1 (Sl.No.1)	35 Marks
Marks assigned for the Question No. 2 (Any one from Sl. No 2 to 4)	25 Marks
Total Marks	60 Marks

Examination:

<u>Duration</u>	45 Minutes
<u>Max. Marks</u>	60

All mistakes in **Question No.1** - Statement and All mistakes in **Question No.2** – Letters to be treated as full mistake (X) and for each mistake 2 marks to be deducted.
Note: The Total number of mistakes and the total marks awarded should be entered at the bottom for each question.

Suggested List of Students Activities

1. **Typing Practice:** Regular typing practice to build speed and accuracy.
2. **Drill Exercises:** Complete drill exercises to improve typing technique and muscle memory.
3. **Timed Typing:** Practice typing within a set time limit to build speed and endurance.
4. **Error Analysis:** Identify and correct errors in typed texts to improve accuracy.
5. **Self-Assessment:** Assess own progress, set goals, and reflect on learning to improve typewriting skills.

CPH475	COMPUTERISED ACCOUNTING LAB - I	L	T	P	C
Practical		1	0	2	2

Introduction

The Computerized Accounting Lab - I course provides hands-on training in Tally Prime, a leading accounting software used extensively in industry and commerce. This comprehensive course covers the fundamental concepts and practical applications of computerized accounting, enabling students to manage financial transactions, inventory, and reporting efficiently. Through five modules, students will learn to navigate Tally Prime's interface, set up accounting and inventory masters, record transactions, generate reports, and analyze financial data. By the end of this course, participants will possess the skills and knowledge required to implement Tally Prime in real-world accounting scenarios, making them proficient in computerized accounting and enhancing their employability in the accounting and finance sector.

Course Objectives

The objectives of this course are to enable the students to:

1. **Understand Tally Prime Fundamentals:** To comprehend the basic features and components of Tally Prime, including company creation, modification, and deletion, and navigate its interface efficiently.
2. **Master Accounting and Inventory Setup:** To learn how to create and manage accounting masters (groups, ledgers, vouchers) and inventory masters (stock groups, stock items, godowns) in Tally Prime.
3. **Record Financial Transactions Accurately:** To acquire skills in recording various types of accounting transactions, including vouchers, journal entries, cash and bank transactions, and sales/purchase orders.
4. **Generate Financial Reports and Analysis:** To understand how to generate and customize financial reports, such as trial balance, profit & loss accounts, balance sheets, and ledger statements, using Tally Prime.

5. **Develop Practical Accounting Skills:** To develop hands-on experience in using Tally Prime for real-world accounting scenarios, enabling students to apply theoretical knowledge to practical problems and enhance their employability in the accounting and finance sector.

Course Outcomes

After successful completion of this course, the students will be able to:

CO1: Demonstrate understanding of Tally Prime fundamentals

Upon completion of this course, students will be able to create and manage companies, navigate the Tally Prime interface, and perform basic operations.

CO2: Design and implement accounting and inventory masters

Students will be able to create, alter, and manage accounting and inventory masters, including groups, ledgers, stock items, and godowns, using Tally Prime.

CO3: Record and manage financial transactions

Students will be able to accurately record various types of accounting transactions, including vouchers, journal entries, cash and bank transactions, and sales/purchase orders, using Tally Prime.

CO4: Generate and analyze financial reports

Upon completion of this course, students will be able to generate, customize, and analyze financial reports, including trial balance, profit & loss accounts, balance sheets, and ledger statements.

CO5: Apply computerized accounting skills in practical scenarios

Students will demonstrate the ability to apply theoretical knowledge to practical problems, using Tally Prime to solve real-world accounting scenarios, and develop skills essential for employment in the accounting and finance sector.

Pre-requisite: Basic Knowledge about accounts

CP/PO Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3			2		1	
CO2	3	2					2
CO3	3	3				2	
CO4		3	2				2
CO5			3	3		3	

Legend: 3-High Correlation, 2-Medium Correlation, 1-Low Correlation

Instructional Strategy

1. Hands-on Training

Provide students with direct access to Tally Prime software, allowing them to practice and apply concepts learned in class.

2. Demonstration and Guided Practice

Demonstrate each topic, then have students work in pairs or individually to complete exercises, with instructor guidance.

3. Real-World Case Studies

Use practical scenarios to illustrate key concepts, such as creating companies, recording transactions, and generating financial reports.

4. Collaborative Learning

Divide students into groups to work on projects, such as setting up accounting masters or recording inventory transactions.

5. Simulation Exercises

Create simulated business scenarios, allowing students to practice problem-solving and decision-making using Tally Prime.

6. Step-by-Step Tutorials

Provide detailed, step-by-step instructions for each topic, accompanied by screenshots or videos.

7. Assessment and Feedback

Regularly assess student progress through quizzes and assignments and offering constructive feedback to improve understanding and skills.

Assessment Methodology

	Continuous Assessment (40 Marks)			End Semester Examination (60 Marks)
	CA1	CA2	CA3	
Mode	Written Test I (Unit I &II)	Written Test II (Unit III to V)	Observation and Records	Practical
Duration	2 Hours	2 Hours	-	2 Hours 30 Minutes
Exam Marks	50	50	20	60
Converted to	10	10	20	60
Marks	10	10	20	60
Tentative Schedule	6 th Week	12 th Week	13 th -14 th Week	

CA 1 and CA 2: Assessment written test should be conducted for 50 Marks. The marks scored will be converted to 10 Marks. Best one out of two will be considered for the internal assessment of 10 Marks.

CA1and CA2, Assessment test should be conducted for two units as below:

Part : A (4 x 5= 20 Marks)

Part : B (2 X 15 = 30 Marks)

Six questions (Minimum two questions from each unit) will be asked in Part A and students should answer any four questions. Six questions (Minimum two question from each unit) will be asked in Part B and the students should answer any two questions.

CA 3: 20 marks are to be awarded for Observation 10 and Records 10. The marks scored should be taken for the internal assessment.

The exercise should be completed on the day of practice. The same shall be evaluated for 10 marks on the day or the next day of practice before commencement of next exercise. The detailed date of the practices and its evaluations should be maintained in the log book and should be submitted for the verification.

Allocation of Marks for End Semester Examinations

S. No.	Description	Marks
A	Procedure 20 Marks	50
	Execution 20 Marks	
	Result 10 Marks	
B	Viva-Voce	10
Total Marks		60

COMPUTERISED ACCOUNTING LAB - I		
Unit	Name of the Topics	Periods
I	Introduction to ERP9 Software and Cloud Application in Accounting. Fundamentals of Tally Prime Introduction to Tally PRIME – Tally Prime Screen Components - Company Creation - Opening (Loading) of Tally Prime- Modification of Company - Deletion of Company - Shut (Close) a Company - Company Selection.	9
II	Setting up of Accounting Masters Group – Creating Group - Altering or Modifying Group – Ledger – Creating Ledger – Creating a Multiple Ledger – Displaying or Alter a Single Ledger Account – Vouchers Types – Pre-defined Voucher Types in Tally Prime.	9
III	Recording Accounting Transactions and Reporting in Tally Types of Vouchers - Day Book - Cash Book - Petty Cash Book - Bank Book - Journal Register – Ledger - Group Summary - Group Voucher - Purchase Register - Sales Register- Modifying Reports (Options) - Trial Balance - Profit & Loss Account - Balance Sheet	9
IV	Setting up of Inventory Masters Creating Stock Group - Stock Units – Stock Category - Stock Items - Alternation - Creation of Godowns / Locations – Stock Summary - F11 Features.	9
V	Recording of Inventory Transactions and Reporting Purchase Order Processing - Sales Order Processing - Re-Order Levels - Batch-wise Details - Bill of Materials (BoM) - Price Levels and Price Lists - Actual and Billed Quantities - Sales Order Book - Purchase Order Book	9
	Total Periods	45

Reference Books:

1. "Garima Agarwal" "Computerised Accounting", Himalaya.
2. "A. Murali Krishna" "Computerised Accounting", Vaagdevi.

3. "A.K Nadhani and K.K Nadhani" "Implementing Tally PRIME", BPB Publications
4. "M. Yadagiri and G. Srinivas" "Computerised Accounting using Tally (with GST)", Kalyani Publishers"J.S Arora" "Tally PRIME", Kalyani Publications.

COMPUTERISED ACCOUNTING LAB - I	
Ex. No.	List of Lab Exercises
1	Company Creation , Alteration and Shut Company
2	Creating Groups & Ledgers
3	Voucher entry - Adjustment entry- Viewing the Trial balance, Profit and loss account and Balance sheet.
4	Creating Stock Group, Stock Units, Stock Items, Integration of Accounts with Inventory.
5	F11 Features – Accounting , Inventory & Statutory Features
6	Godown /Locations – Creating multiple Godown , Stock Journal
7	Preparation of Bank Reconciliation Statement
8	Budget and Control
9	Creating Multiple Currency – Currency Conversion
10	Cost Centre and Cost Category
11	Purchase Order & Sales Order Processing
12	Price Levels and Price Lists
13	Batch wise details and Expiry Date
14	Bill of Materials (BoM) - Creating a Manufacturing Journal
15	Point of Sales

List of Equipment and Software:

1. Desktop or Laptop Computer
2. Printer
3. Tally Prime software (Education version) or open source software

Suggested List of Students Activities

1. **Create a company and alter its details:** Students will create a new company in the accounting software, input its basic information, and then modify the details to understand the process of company creation and alteration.
2. **Create and manage ledger accounts and groups:** Students will create ledger accounts and groups, assign them to relevant categories, and practice voucher entry to comprehend the accounting hierarchy.
3. **Prepare financial statements:** Students will generate trial balances, profit and loss accounts, and balance sheets for a given period to analyze financial performance.
4. **Integrate accounts with inventory:** Students will create stock groups, units, and items, and integrate them with ledger accounts to understand inventory management.
5. **Practice bank reconciliation:** Students will prepare bank reconciliation statements to reconcile company accounts with bank statements, identifying discrepancies and adjusting entries.

CPH486	RDBMS – LAB	L	T	P	C
Practical		2	0	2	3

Introduction

Database Management Systems (DBMS) is a crucial component of modern computing, enabling efficient storage, retrieval, and manipulation of data. This subject introduces students to the fundamental concepts, design, and implementation of database systems. Through hands-on exercises and real-world examples, students will learn to create, manage, and query databases using SQL and PL/SQL. Key topics include data modeling, normalization, table design, indexing, constraints, views, stored procedures, triggers, and database security. Students will also explore advanced concepts such as data warehousing, data mining, and big data analytics. By mastering DBMS, students will develop the skills necessary to design, implement, and administer databases in various industries, including business, healthcare, finance, and education.

Course Objectives

The objectives of this course are to enable the students to:

1. **Understand Database Fundamentals:** Explain the basic concepts of databases, data modeling, and the components of a Database Management System (DBMS).
2. **Design Relational Databases:** Apply the principles of the relational data model, including data normalization, entity-relationship modeling, and data integrity constraints.
3. **Develop MySQL Skills:** Demonstrate proficiency in using MySQL to create, modify, and query databases, including data definition, data manipulation, and data retrieval.
4. **Create Stored Programs and Triggers:** Design, implement, and manage stored procedures, functions, triggers, and cursors in MySQL to enhance database functionality and performance.

5. **Apply Database Concepts to Real-World Scenarios:** Analyze real-world problems and apply database concepts, data modeling techniques, and MySQL skills to design and implement effective database solutions.

Course Outcomes

After successful completion of this course, the students will be able to:

CO1: Database Design and Development: Students will be able to design, implement, and manage relational databases using MySQL, including data modeling, normalization, and data integrity constraints.

CO2: SQL Programming Skills: Students will be able to write efficient SQL queries to create, modify, and retrieve data from MySQL databases, including data definition, data manipulation, and data retrieval.

CO3: Stored Program Development: Students will be able to design, implement, and manage stored procedures, functions, triggers, and cursors in MySQL to enhance database functionality and performance.

CO4: Data Modeling and Analysis: Students will be able to analyze real-world problems, identify entities, attributes, and relationships, and create entity-relationship diagrams (ERDs) to represent the data model.

CO5: Practical Problem-Solving Skills: Students will be able to apply database concepts, data modeling techniques, and MySQL skills to design and implement effective database solutions to real-world problems.

Pre-requisite :

- Basic computer literacy
- Understanding of relational database concepts
- Familiarity with SQL syntax
- Basic analytical and problem-solving skills

CP/PO Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3		3				2
CO2		3	2			2	
CO3			3		1		2
CO4	3		3	2		2	
CO5		3			2		3

Legend: 3-High Correlation, 2-Medium Correlation, 1-Low Correlation

Instructional Strategy

1. **Lecture-Demonstration:** The instructor will deliver lectures on the concepts of databases, data modeling, relational data models, and MySQL. Demonstrations will be provided to illustrate key concepts and techniques.
2. **Hands-on Practice:** Students will work on hands-on exercises and projects to design, implement, and manage databases using MySQL. This will help reinforce theoretical concepts and develop practical skills.
3. **Case Studies:** Real-world case studies will be used to illustrate the application of database concepts and techniques. Students will analyze and discuss the case studies to develop problem-solving skills.
4. **Group Discussions:** Group discussions will be held to encourage students to share their experiences, ideas, and perspectives on database design and development.
5. **Quizzes and Assignments:** Regular quizzes and assignments will be given to assess students' understanding of the concepts and techniques. Feedback will be provided to help students improve their performance.
6. **Project-Based Learning:** Students will work on a project to design, implement, and manage a database using MySQL. This will help develop problem-solving skills, critical thinking, and teamwork.

7. **Self-Paced Learning:** Online resources, such as tutorials, videos, and documentation, will be provided to support self-paced learning. Students will be encouraged to explore these resources to deepen their understanding of database concepts and techniques.

Assessment Methodology

	Continuous Assessment (40 Marks)		End Semester Examination (60 Marks)
	CA1	CA2	
Mode	Observation Submission	Practical Record Submission	Practical Examination
Duration	---	-----	2 Hours 30 Minutes
Exam Marks	20	20	60
Converted to	20	20	60
Marks	20	20	60

CA1: Observation Note Book should be maintained for all the exercises and 20 marks will be awarded for submission of Observation Note Book.

CA2: 20 Marks are to be awarded for Practical Record Submission at the end of the semester.

The details of the documents to be prepared as per the instruction below: The exercise should be completed on the day of practice. The same shall be evaluated for 10 marks on the day or the next day of practice before commencement of next exercise. The detailed date of the practices and its evaluations should be maintained in the log book and should be submitted for the verification.

Allocation of Marks for End Semester Examinations

S. No.	Description	Marks
A	Procedure 20 Marks Execution 20 Marks Result 10 Marks	50
B	Viva-Voce	10
Total Marks		60

RDBMS – LAB		
Unit	Name of the Topics	Periods
I	CONCEPTS OF DATABASES AND DATA MODELING: Basic Concepts Data, Databases, Database Management System – Components of Database – Data Dictionary – Architecture: Overall Architecture of DBMS, Three level architecture. Data Models Types of Database models: Hierarchical Database Model, Network Database Model and Relational Database Model. E-R model: Entities - Attributes – Relationships – E-R diagram – Samples.	15
II	RELATIONAL DATA MODEL: Relational data model CODD's rules – components of DBMS – Table Structure – Records, rows, tuples, attributes. Keys: Primary key, foreign key, composite key. Meta data – Data Dictionary – Data Integrity – Data constraints and validation – Types of constraints	15
III	INTERACTIVE MYSQL: Introduction to MySQL MySQL data types - Data Definition Commands – Data Manipulation Commands – Data retrieval commands. MySQL Operators and Expressions Types of Operators – Arithmetic, Comparison and logical operators	15

IV	STORED PROGRAM CONCEPTS & DEVELOPMENT MySQL : Procedures & Functions Creating – Executing and Deleting stored procedures – Creating – Executing and Deleting stored functions – Advantages. MySQL Trigger & Cursor Use of Trigger – Creating Trigger – Types of Triggers – Cursor: Creation and Deletion.	15
	Total Periods	60

Reference Books :

1. "Abraham Silberschatz, Henry F.Forth, S.Sudarshan", "Database System Concepts", Mc Graw Hill Education. Seventh Edition.
2. "Joel Murach", "Murach's MySQL", Mike Murach & Associates, Inc. 3rd Edition.
3. "Vikram Vaswami", "The Complete Reference MySQL".
4. "Paul DuBois", "MySQL Developers library", Addison Wesley (4th Edition).

List of equipment and software:

Desktop or Laptop Computer

Printer

RDBMS software

RDBMS – LAB	
Sl.No.	List of Lab Exercises
1.	Install, configure and connect to MySQL server and MySQL workbench in windows. Create a database, backup and restore the database.
2.	To study Basic MySQL commands (create database, create table, use, drop, insert) and execute the following queries using these commands: Create a database named 'employee'. <ul style="list-style-type: none"> ➤ Use the database 'employee' and create a table 'emp' with attributes 'ename', 'ecity', 'salary', 'enumber', 'eaddress', 'deptname'. ➤ Create another table 'Company' with attributes 'cname', 'ccity', 'empnumber' in the database 'employee'.

3.	<p>To study the viewing commands (select, update) and execute the following queries using these commands:</p> <p>Find the names of all employees who live in Chennai.</p> <p>Increase the salary of all employees by Rs.5,000.</p> <p>Change the company city to Chennai where the company name is 'TCS'.</p>
4.	<p>To study the commands that involve compound conditions (and, or, in, not in, between, not between, like, not like) and execute the following queries using these commands:</p> <ul style="list-style-type: none"> ➤ Find the names of all employees who live in 'Chennai' and whose salary is between Rs.20,000 to Rs.30,000. ➤ Find the names of all employees whose names begin with either letter 'A' or 'B'. ➤ Find the company names where the company city is 'Chennai' and the number of employees is not between 5000 and 10,000. ➤ Find the names of all companies that do not end with letter 'A'
5.	<p>Create a database 'POLYTECHNIC_COLLEGE'. Create 2 users namely 'staff' and 'student'.</p> <p>Grant all privileges to the user 'staff' and grant only 'create' privilege to 'student' user and verify the same.</p> <p>a) Revoke all privileges to the 2 users and verify the same.</p> <p>b) Implement the following transactions control statements.</p> <p>i) Commit ii) Rollback iii) Save point</p>
6.	<p>Create table 'author' with the following structure</p> <p>author_id author_name address mobile book_title pages published_on</p> <p>i) Insert 4 books published by 3 authors each. (12 records)</p>

	<p>ii) Fetch all the rows and observe how the data duplicated.</p> <p>iii) Apply 1st and 2nd normal forms to fix it.</p>
7	<p>To study the commands for views and execute the following queries using these commands:</p> <ul style="list-style-type: none"> ➤ Create a view having ename and ecity ➤ In the above view change the ecity to 'Chennai' where ename is 'John'. ➤ Create a view having attributes from both the tables. <p>Update the above view and increase the salary of all employees of IT department by Rs.1000.</p>
8	<p>Create a table containing phone number, user name, address of the phone user. Write a function to search the address using phone number.</p>
9	<p>Create a table to store the details of a customer in a Bank. Do some transactions like withdrawal, deposit. Find the Balance amount(Credit Limit). Based on customer's credit limit, write a program using IF or CASE flow control statements to find the customer levels namely SILVER, GOLD or PLATINUM.</p> <p>If the Credit limit is</p> <ul style="list-style-type: none"> ➤ greater than 50K, then the customer level is PLATINUM ➤ less than 50K and greater than 10K, then the customer level is GOLD ➤ less than 10K, then the customer level is SILVER
10	<p>Create two tables with the following structure</p> <p>Authors</p> <p>author_id – INT</p> <p>name VARCHAR (60)</p> <p>titles_count -INT -- holds the total number numbers of titles authored.</p> <p>Titles</p> <p>author_id - INT</p> <p>name VARCHAR (512) -- name of the title</p> <p>a. Create a trigger to update the titles count field of respective row in</p>

	<p>authors table each time a title gets inserted into titles table.</p> <p>b. Create log table with the following structure author_id – INT name VARCHAR (512) -- name of the title status VARCHAR(25) --- ADDITION,DELETION,UPDATION and insert an entry in that table each time the tile is added, deleted or updated. Use a trigger to accomplish this.</p>
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Suggested List of Students Activities

1. **Design a Database Schema:** Students will design a database schema for a given scenario, including entities, attributes, and relationships.
2. **Implement a Relational Database:** Students will implement a relational database using MySQL, including creating tables, inserting data, and querying the database.
3. **Develop a Stored Procedure:** Students will develop a stored procedure in MySQL to perform a specific task, such as data validation or data aggregation.
4. **Create a Trigger:** Students will create a trigger in MySQL to automate a specific task, such as updating a table or sending a notification.
5. **Analyze a Database Design:** Students will analyze a given database design, identifying strengths, weaknesses, and areas for improvement.
6. **Develop a MySQL Query:** Students will develop a MySQL query to retrieve specific data from a database, including using joins, subqueries, and aggregation functions.
7. **Create a Database Backup and Recovery Plan:** Students will create a plan for backing up and recovering a MySQL database, including identifying critical data and developing a recovery procedure.
8. **Design and Implement a Database Security Plan:** Students will design and implement a database security plan, including identifying potential security threats, implementing access controls, and developing a security monitoring plan.

CPH487	Elective- SHORTHAND THEORY – II	L	T	P	C
Theory		2	0	2	3

Introduction

In shorthand, hooks play a crucial role in indicating word beginnings and endings. Initial hooks and final hooks are essential symbols that help you transcribe words accurately. In this chapter, we will explore the world of initial and final hooks, understanding their usage, and practicing exercises to master their application.

Course Objectives

The objectives of this course are to enable the students to:

1. Develop skills in shorthand writing and transcription.
2. Improve writing efficiency and speed.
3. Enhance reading comprehension and accuracy.
4. Apply shorthand principles in various contexts.
5. Develop muscle memory and fine motor skills.

Course Outcomes

After successful completion of this course, the students will be able to:

1. **Demonstrate proficiency in shorthand writing:**
Write shorthand notes at a speed of 40-60 words per minute with 90% accuracy.
2. **Apply shorthand principles and techniques:**
Understand and apply shorthand rules, including initial and final hooks, consonant modification, halving, doubling, and word modification.
3. **Transcribe shorthand notes efficiently:**
Transcribe shorthand notes into longhand with 95% accuracy, demonstrating understanding of shorthand vocabulary and syntax.

4. **Develop muscle memory and fine motor skills:**

Demonstrate improved hand-eye coordination, finger dexterity, and writing speed through regular practice and drills.

5. **Utilize shorthand in practical contexts:**

Apply shorthand skills in various situations, such as note-taking, dictation, and transcription, to enhance productivity and efficiency.

Pre-requisite:

1. Basic understanding of language structures (e.g., grammar, syntax).
2. Familiarity with note-taking techniques.

CP/PO Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
C01	3			2		2	2
C02	3	2		3		1	2
C03	3	2		3		2	2
C04	2			2		1	2
C05	3	2	1	3	1	2	3

Legend: 3-High Correlation, 2-Medium Correlation, 1-Low Correlation

Instructional Strategy

1. Lecture-Cum-Demonstration Method

The instructor will provide detailed explanations of shorthand theory concepts, accompanied by demonstrations of strokes, hooks, and abbreviations to facilitate understanding.

2. Guided Practice Sessions

Students will participate in guided practice sessions to reinforce learning, focusing on specific skills such as hook formation, vowel indication, and compound consonants.

3. Drill and Exercise Method

Regular drills and exercises will be assigned to students to practice shorthand writing, emphasizing speed, accuracy, and fluency.

4. Visual Aids and Multimedia Resources

Instructor-prepared handouts, diagrams, charts, and multimedia resources (e.g., videos, online tutorials) will supplement textbook materials, enhancing student engagement and comprehension.

5. Quizzes, Tests, and Feedback

Regular quizzes and tests will assess student progress, identifying areas requiring additional practice or review. Constructive feedback will be provided to students to improve their shorthand skills.

Assessment Methodology

	Continuous Assessment (40 marks)			End Semester Examination (60 marks)
	CA1	CA2	CA3	
Mode	Skill Test I	Skill Test II	Shorthand Observation Records	Practical
Duration	1 Hours	1 Hours	-	2 Hours
Exam Marks	50	50	20	60
Converted to	10	10	20	60
Marks	10	10	20	60
Tentative Schedule	6 th Week	12 th Week	13 th -14 th Week	

CA 1 and CA 2: Assessment skill test should be conducted for 50 Marks for two units. The marks scored will be converted to 10 Marks.

CA 3: Shorthand practice work should be kept as Observation records and 20 marks awarded for Observation Records. The marks scored should be taken for the internal assessment.

Elective- SHORTHAND THEORY – II			
Unit	Namer of the Topics	Exercises	Periods
I	Initial Hook – Final Hook	Chapter XI & XV	15
II	Shun Hook – Aspirate – Upward & Downward R,L, & SH – Compound Consonants – Vowel indication	Chapter XVI & XXI	15
III	Halving Section 1 & 2, Doubling, Diphonic Signs, Medial Semi Circle	Chapter XXII & XXVI	15
IV	Prefix, Suffix & Contraction	Chapter XXVII & XXIX	15
		Total Periods	60

Reference:

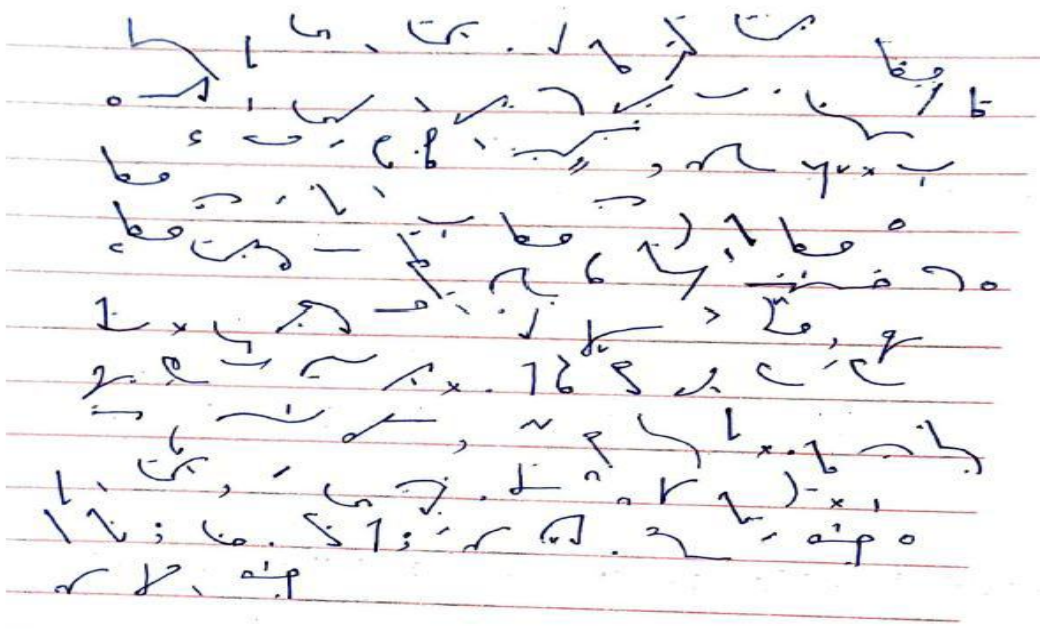
- 1. PITMAN Shorthand Instructor and Key – NEW ERA Edition**

Elective- SHORTHAND THEORY – II

MODEL PRACTICAL QUESTION PAPER

Time: 2 Hours

Max. Marks: 60

I	Give the Shorthand outline of the following words. (2 x 5 = 10 Marks)
	1. Situation 2. able to make 3. Selfish 4. Healthy 5. We would be
II	Write any 2 Questions from the following. (5 x 2 = 10 Marks) 1.How "shun hook" is written for curved strokes? Write with examples. 2. When "halving" principle is not employed? Write with examples. 3.When Tick H is employed? Write with examples. 4. How "doubling" Principle is employed in phrases.
III	III. Transcribe the following Litho in to long hand. (25 Marks)
	
IV	IV. A summary of precis writing of about 120 words with a suitable heading and subheadings using the indirect form of speech and the past tense. (15 Marks)

	<p>Participating in the Seminar on 'Importance of preserving the Forests', the Director, Zoological Survey of India said:</p> <p>The environment in which we live is most sacred to us than the places of our worship, as no life would exist without it. But the vast majority of us do not realise this. Man with his superior brain power, has become the master, not only of this earth, but also of the Universe. He has conquered this world and has also created sufficient devices capable of destroying the entire Universe.</p> <p>Dear Gentlemen, on account of the alarming rise in the human population, the available land near the towns is being increasingly used to meet the demands for more houses, schools, hospitals, office buildings, factories, etc. On the other hand, to feed the millions of people, more and more land and forests are brought under cultivation. This results in environmental imbalances and degradation. Animals and plants do not live in isolation. They co-exist and interest with others forming a community with dependence on one another. Any change in the environment has far reaching effects on the entire community. It may also lead to the breaking up of the delicately balanced natural food chain. Environmental exploitation of natural resources during this century, because of rising population, is going on most thoughtlessly causing great damage to the very existence of man himself. The water we use, the air we breathe and the environment is being highly polluted day by day. We have already lost much of our natural wealth. Though attention is being focused now on these problems and also their possible remedies, enough is not being done to reverse the trend. The concept of preservation of natural resources is not a new one. In fact, it has been recognised by various human societies long time ago. Writers were also referring even from the fourth century, about the important role of forests in the regulation of water cycle and the protection of soils against erosion. Not only Forests are of national importance, but also they are the unifying force between nations. The Food and Agricultural Organisation has a major interest in Forest Reserves and the United Nations Environmental a Programme is promoting the value of the conservation of forests and the environment.</p> <p>-----</p>

Suggested List of Students Activities

1. Practice Exercises and Drills:

Regular practice exercises from textbook chapters (XI, XV, XVI, XXI, XXII, XXVI, XXVII, XXIX) to develop muscle memory and improve shorthand writing speed and accuracy.

2. Shorthand Transcription Projects:

Transcribe audio/video recordings, articles, or texts into shorthand to apply theoretical knowledge and develop practical skills.

3. Peer Review and Feedback Sessions:

Regular group sessions to review and provide constructive feedback on shorthand notes, outlines, and transcriptions to improve accuracy and consistency.

4. Shorthand Competitions:

Organized quizzes, and competitions to reinforce learning, build speed, and encourage healthy competition among peers.

5. Project-Based Presentations:

Create and present shorthand-based projects, such as manuals, guides, or newsletters, to demonstrate understanding and application of shorthand theory and practice.

III YEAR

SYLLABUS

V SEMESTER

Semester V

S. No.	Course Category	Course Type	Code	Course Title	L-T-P	Period	Credit	End Exam
1	Program Core	Theory	CPH501	Corporate Accounting	4-0-0	60	4	Theory
2	Program Core	Theory	CPH502	Cost Accounting	4-0-0	60	4	Theory
3	Program Core	Practicum	CPH573	Income Tax Law and Practice-II	0-0-4	60	2	Practical
4	Program Core	Practicum	CPH574	TW – GTE English – Senior – Paper - I	0-0-4	60	2	Practical
5	Program Core	Practical	CPH575	Computerised Accounting Lab -II	0-0-4	60	2	Practical
6	Program Elective			Elective–III	2-0-2	60	3	
7	Project/Internship	Internship	CPH576	Industrial Training * (Summer Vacation – 90 Hours)	-	0	2	Project
8	Open Elective	Advance Skill Certification	ASH595	Advance Skill Certification – V	2-0-2	60	2	NA
9	Audit Course	Integrated Learning Experience		Induction Program-III	**	15	0	**
10	Audit Course	Integrated Learning Experience		I&E / Club Activity / Community Initiatives	**	30	0	**
11	Audit Course	Integrated Learning Experience		Student – Led Initiative	**	30	0	**
12	Audit Course	Integrated Learning Experience		Health & Wellness	**	30	0	**
13	Audit Course	Integrated Learning Experience		Special Interest Groups (Placement Training)	**	40	0	**
Total						565	21	

Note: Test & Revisions - 60 Periods/ Library – 15 Periods

* Internship shall be offered in the summer break between 4th and 5th semester followed by a review and award of credits in the 5th semester

Elective – III

S. No.	Course Category	Course Type	Code	Course Title	L-T-P	Period	Credit	End Exam
1	Program Elective	Practicum	CPH587	Practical Auditing	2-0-2	60	3	Practical
2	Program Elective	Practicum	CPH588	Shorthand – Speed (60 WPM)	2-0-2	60	3	Practical

CPH501	CORPORATE ACCOUNTING	L	T	P	C
Theory		4	0	0	4

Introduction

Corporate Accounting is a vital component of financial accounting that deals with the financial transactions and events of companies. This course provides a comprehensive understanding of the accounting principles and practices relevant to limited companies, focusing on share capital transactions, debt financing, and financial statement preparation. Students will learn to analyze and account for complex corporate transactions, including the issue and redemption of shares and debentures, profits prior to incorporation, and internal reconstruction. Through a combination of theoretical foundations and practical problem-solving, students will develop the skills necessary to prepare financial statements, calculate profits, and make informed business decisions. By the end of this course, students will have a solid grasp of corporate accounting concepts and be able to apply them in real-world scenarios.

Course Objectives

The objectives of this course are to enable the students to:

- 1. Share Capital and Debt Financing:** understanding share capital transactions and debt financing options, including types of shares and debentures.
- 2. Financial Statement Preparation:** preparing profit and loss accounts and balance sheets, and analyzing financial statements for informed decision-making.
- 3. Complex Transaction Analysis:** applying accounting principles to share issue and redemption, internal reconstruction, and reduction of capital.
- 4. Profits Prior to Incorporation:** analyzing and accounting for profits prior to incorporation, and understanding treatment of profit or loss prior to incorporation.

5. Problem-Solving and Critical Thinking: developing problem-solving skills in corporate accounting and applying theoretical knowledge to practical problems and case studies.

Course Outcomes

After successful completion of this course, the students will be able to:

CO1: Understand the principles of share capital management

Demonstrate knowledge of the issuance of shares, including shares issued at par, discount, and premium, and calculate the impact of over-subscription, under-subscription, and pro-rata allotment on share capital.

CO2: Apply redemption concepts for preference shares and debentures

Apply the concepts of redemption of preference shares and debentures, including computation of profits available for redemption, redemption at par and premium, and fresh issue of shares on redemption.

CO3: Prepare financial statements for corporations

Prepare financial statements, including profit and loss accounts, profit and loss appropriation accounts, and balance sheets, and demonstrate understanding of profits prior to incorporation.

CO4: Analyze internal reconstruction and capital reduction

Explain internal reconstruction and reduction of capital, recording necessary journal entries, and preparing revised balance sheets.

CO5: Solve problems related to corporate accounting

Solve numerical problems related to share capital, debentures, redemption, profits prior to incorporation, and final accounts, applying relevant accounting standards and principles.

Pre-requisite : Basic knowledge about Accounts

CP/PO Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2		2	2		2
CO2		3			3	1	
CO3			3	2		2	
CO4	3				3		2
CO5		3	2			2	

Legend: 3-High Correlation, 2-Medium Correlation, 1-Low Correlation

Instructional Strategy

1. Deliver Lecture-Discussion Method

Deliver lectures on key concepts, principles, and practices in Corporate Accounting, encouraging class discussions, debates, and Q&A sessions to clarify doubts, and using visual aids, diagrams, and charts to illustrate complex concepts.

2. Conduct Problem-Solving Sessions

Conduct problem-solving sessions providing simple numerical problems for students to practice and apply concepts, guiding students through step-by-step solutions, and encouraging collaborative learning in pairs or groups.

3. Analyze Case Studies and Real-World Examples

Analyze real-world examples and case studies to illustrate Corporate Accounting concepts, discussing implications of different accounting treatments, and encouraging students to research and present on relevant companies.

4. Assign Group Projects and Presentations

Assign group projects on topics like share capital management, debenture redemption, or internal reconstruction, requiring students to research, analyze, and present findings, and encouraging peer feedback and assessment.

5. Create Interactive Quizzes and Games

Create interactive quizzes, crossword puzzles, or accounting-themed games to reinforce key concepts, utilizing online tools or educational software to engage students.

6. Invite Guest Lectures and Industry Insights

Invite industry experts or practitioners to share experiences and insights on current trends, challenges, and best practices in Corporate Accounting, fostering practical understanding.

7. Administer Formative and Summative Assessments

Administer regular quizzes, assignments, and tests to monitor student progress, providing feedback and identifying areas for improvement, and using summative assessments to evaluate overall understanding.

Assessment Methodology

	Continuous Assessment (40 Marks)					End Semester Examination (60 Marks)
	CA1	CA2	CA3	CA4	CA5	
Mode	Written test (Two units)	Written test (Another Two units)	Quiz MCQ (Online /Offline)	Model Examination	Assignment	Written Examination
Duration	2 Periods	2 Periods	1 Period	2 Hours 30 minutes	-	2 Hours 30 minutes
Exam Marks	50	50	20	60	20	60
Converted to	10	10	5	5	20	60
Marks	Best One of CA1 & CA2 10		5	5	20	60
Tentative Schedule	6 th Week	12 th Week	13 th -14 th Week	16 th Week	Assignment I 12 th week Assignment II 14 th week	

CA 1 and CA 2: Assessment written test should be conducted for 50 Marks for two units. The marks scored will be converted to 10 Marks. Best one out of two will be considered for the internal assessment of 10 Marks.

CA1 and CA2, Assessment test should be conducted for two units as below:

Part A: (4 x 5 = 20 Marks)

Part B: (2 X 15 = 30 Marks)

Five questions (Minimum two questions from each unit) will be asked in Part A and students should answer any four questions. Four questions (Minimum two questions from each unit) will be asked in Part B and the students should answer any two questions.

CA 3: 20 MCQs (Four MCQs from each unit) can be asked by covering the entire portion. It may be conducted by Online / Offline. The marks scored should be converted to 5 marks for the internal assessment.

CA 4: Model examination should be conducted as per the end semester question pattern. The marks should be converted to 5 marks for the internal assessment.

CA 5: Assignment I should be submitted for first three units at the end of 12th week for 20 marks and Assignment II should be submitted for last two units at the end of 14th week. Best one out of two will be considered for the internal assessment of 20 Marks.

Question Pattern:

Autonomous Examination - Question Paper Pattern

Time: 2 Hours 30 Minutes.

Max.Marks:60

PART - A Six questions will be asked covering all the units. Minimum one question from each unit will be asked. Answer any Three questions. Each question carries 5 marks.

Theory: 2 Questions and Problem: 4 Questions.

PART- B Six questions will be asked covering all the units. Minimum one question from each unit will be asked. Answer any Three questions. Each question carries 15 marks.

Theory: 1 Question and Problem: 5 Questions.

Equal Weightage should be given for all the units of the syllabus.

PART A Answer any Three Questions from Question Numbers 1 to 6	3 X 5 = 15 Marks
PART B Answer any Three questions from Question Numbers 7 to 12	3 X 15 = 45 Marks
Total Marks	60 Marks

CORPORATE ACCOUNTING		
Unit	Name of the Topics	Periods
I	Issue of Shares Capital structure of a limited company – Issue of shares: at par, at discount, at premium – Over Subscription – Under Subscription – Pro Rata Allotment – Forfeiture and reissue of shares – (Simple Problems Only)	12
II	Redemption of Preference shares Meaning – Provisions of Redemption of preference shares – Profits available for Redemption – Redemption at par – Redemption at premium – Computation of Fresh issue of shares on redemption – (Simple Problems Only).	12
III	Issue and Redemption of Debentures Issue of debentures: at Par, at Discount, at Premium – Issue of debentures at par and repayable at a premium – Issue of debentures at a discount and repayable at a premium – Writing of losses when issued at discount – Redemption of debentures (Sinking Fund Method only) – (Problems Restricted to issue of debentures)).	12
IV	Profits prior to incorporation & Final Accounts Profits prior to incorporation - Introduction – Treatment of profit or Loss prior to Incorporation . Final Accounts - Introduction – Profit and Loss account – Profit and Loss Appropriation Account – Specimen - Balance sheet – Form of Balance Sheet.(Simple Problems Only)	12
V	Internal Reconstruction Internal Reconstruction and Reduction of capital – Journal entries – Revised Balance sheet.(Simple Problems Only)	12
	Total Periods	60

Reference Books:

1. Corporate Accounting by Reddy and Murthy
2. Advanced Accountancy by M.C. Shukla & Grewal
3. Advanced Accountancy by R.L. Gupta & V.K. Gupta

Suggested List of Students Activities

1. Understand Share Capital Management

Understand the different types of share capital, including authorized, issued, subscribed, and paid-up shares, and calculate share capital at par, premium, or discount.

2. Calculate Redemption of Preference Shares

Calculate profits available for redemption, compute fresh issue of shares on redemption, and ensure compliance with agreed-upon terms.

3. Issue and Redeem Debentures

Issue and redeem debentures, understand different types, issue prices, and redemption methods, such as the sinking fund method.

4. Prepare Financial Statements

Prepare the Profit and Loss Account, Profit and Loss Appropriation Account, and Balance Sheet to provide insights into a company's financial performance and position.

5. Calculate Profits Prior to Incorporation

Calculate and treat profits/losses prior to incorporation, including necessary accounting entries.

6. Reorganize Internal Reconstruction and Capital Reduction

Reorganize a company's capital structure, reduce share capital, alter share classes, and prepare revised Balance Sheets.

7. Comply with Accounting Standards and Regulatory Framework

Comply with accounting standards (AS, IAS, IFRS) and regulatory requirements (Companies Act, SEBI guidelines).

CPH502	COST ACCOUNTING	L	T	P	C
Theory		4	0	0	4

Introduction

Cost accounting is a vital branch of accounting that deals with the calculation and management of the costs of producing goods and services. It provides detailed information about the costs of materials, labor, and overheads, enabling businesses to make informed decisions about pricing, budgeting, and performance evaluation. Cost accounting encompasses various techniques and methods, including job costing, process costing, and activity-based costing, to accurately determine the costs of production. By analyzing cost data, businesses can identify areas for cost reduction, optimize resources, and improve profitability. This course covers the fundamental concepts and methods of cost accounting, including material, labor, and overhead costs, marginal costing, and breakeven analysis, providing a comprehensive understanding of the subject.

Course Objectives

The objectives of this course are to enable the students to:

1. **Understand the basics of cost accounting:** Define cost accounting, its scope, objectives, advantages, and limitations.
2. **Identify and classify costs:** Distinguish between different types of costs, including material, labor, and overheads.
3. **Apply costing methods:** Learn various costing methods, such as FIFO, LIFO, simple average, and weighted average.
4. **Analyze material costs:** Understand economic order quantity, ABC analysis, and stores ledger.
5. **Evaluate labor costs:** Identify types of labor, causes of labor turnover, and wage systems

Course Outcomes

After successful completion of this course, the students will be able to:

CO1: Cost Identification and Classification:

Identify and classify different types of costs, including material, labor, and overheads, to prepare financial statements and make informed business decisions.

CO2: Costing Techniques and Applications:

Apply various costing methods, such as job costing, process costing, and activity-based costing, to determine the cost of goods sold and services provided.

CO3: Cost Reporting and Analysis:

Prepare and analyze cost reports, including cost sheets, marginal cost statements, and breakeven analysis, to facilitate decision-making and strategic planning.

CO4: Cost Control and Optimization:

Evaluate business performance using cost accounting metrics and identify areas for cost reduction, optimization, and improvement.

CO5: Decision-Making using Cost Accounting:

Apply cost accounting concepts and techniques to make informed decisions related to pricing, budgeting, and cost control, and to drive business growth and profitability.

Pre-requisite: Basic knowledge about Accounts

CP/PO Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2		2			2
CO2		3	2		3	1	
CO3			3		2		2
CO4	3		2		3		
CO5	3		3			2	3

Legend: 3-High Correlation, 2-Medium Correlation, 1-Low Correlation

Instructional Strategy

1. Introduction and Overview

Introduce the concept of Cost Accounting and its significance in business decision-making. Define Cost Accounting and its importance, and provide an overview of the course structure and topics to be covered.

2. Lecture and Discussion

Deliver lectures on each topic of Cost Accounting, using simple problems to illustrate key concepts. Encourage class discussions and questions to clarify doubts and ensure understanding.

3. Case Studies and Examples

Use real-world case studies to demonstrate the application of Cost Accounting concepts. Provide examples of different types of costing, such as job costing and process costing, to help students understand practical applications.

4. Group Activities and Assignments

Assign group projects to apply Cost Accounting concepts to practical scenarios. Encourage students to work in teams to solve problems and present their findings, promoting teamwork and communication skills.

5. Simulations and Games

Use online simulations or games to demonstrate the impact of Cost Accounting decisions. Allow students to experiment with different scenarios and analyze the results, making learning interactive and engaging.

6. Quizzes and Assessments

Conduct regular quizzes and assessments to monitor student progress and understanding. Provide feedback and support to students who need additional help, ensuring no one falls behind.

7. Review and Practice

Provide opportunities for students to review and practice what they have learned. Offer additional practice problems and resources for students to reinforce their understanding and build confidence in applying Cost Accounting concepts.

Assessment Methodology

	Continuous Assessment (40 Marks)					End Semester Examination (60 marks)
	CA1	CA2	CA3	CA4	CA5	
Mode	Written Test (Two Units)	Written Test (Another Two Units)	Quiz MCQ (Online / Offline)	Model Examination	Assignment	Written Examination
Duration	2 Periods	2 Periods	1 Period	2 Hours 30 minutes	-	2 Hours 30 Minutes
Exam Marks	50	50	20	60	20	60
Converted to	10	10	5	5	20	60
Marks	Best One of CA1 & CA2 10		5	5	20	60
Tentative Schedule	6 th Week	12 th Week	13 th -14 th Week	16 th Week	Assignment I 12 th week Assignment II 14 th week	

CA 1 and CA 2: Assessment written test should be conducted for 50 Marks for two units. The marks scored will be converted to 10 Marks. Best one out of two will be considered for the internal assessment of 10 Marks.

CA1 and CA2, Assessment test should be conducted for two units as below:

Part A : (4 x 5 = 20 Marks)

Part B : (2 X 15 = 30 Marks)

Five questions (Minimum two questions from each unit) will be asked in Part A and students should answer any four questions. Four questions (Minimum two question from each unit) will be asked in Part B and the students should answer any two questions.

CA 3: 20 MCQs (Four MCQs from each unit) can be asked by covering the entire portion. It may be conducted by Online / Offline. The marks scored should be converted to 5 marks for the internal assessment.

CA 4: Model examination should be conducted as per the end semester question pattern. The marks should be converted to 5 marks for the internal assessment.

CA 5: Assignment I should be submitted for first three units at the end of 12th week for 20 marks and Assignment II should be submitted for last two units at the end of 14th week. Best one out of two will be considered for the internal assessment of 20 Marks.

Question Pattern:

Autonomous Examination - Question Paper Pattern

Time: 2 Hours 30 Minutes

Max.Marks:60

PART - A Six questions will be asked covering all the units. Minimum one question from each unit will be asked. Answer any Three questions. Each question carries 5 marks.

Theory: 2 Questions and Problem: 4 Questions.

PART- B Six questions will be asked covering all the units. Minimum one question from each unit will be asked. Answer any Three questions. Each question carries 15 marks.

Theory: 1 Question and Problem: 5 Questions.

Equal Weightage should be given for all the units of the syllabus.

PART A Answer any Three Questions from Question Numbers 1 to 6	3 X 5 = 15 Marks
PART B Answer any Three questions from Question Numbers 7 to 12	3 X 15 = 45 Marks
Total Periods	60 Marks

COST ACCOUNTING		
Unit	Name of the Topics	Periods
I	Introduction Meaning of Cost Accounting – Scope of Cost Accounting. Objectives – Advantages – Limitations – Characteristics – Methods of Costing – Types of Costing – Financial Accounting vs. Cost Accounting – Elements of Cost – Preparation of Cost Sheet- Tender and Quotation (Simple Problems Only)	12
II	Materials Introduction – Meaning of Material – Levels of Materials – Economic order Quantity – ABC analysis – Stores Ledger – Bin card – Methods of valuing material issues: FIFO; LIFO; Simple average; weighted average methods. (Simple Problems Only)	12
III	Labour Introduction – types of Labour – Causes for Labour Turnover – Wage system: Time Rate; Piece rate systems – Incentive plans: Taylor's differential piece rate system; Halsey plan; Rowan plan. (Simple Problems Only)	12
IV	Overheads Definition of Overhead – Importance of Overhead – Classification – Allocation – apportionment: primary Distribution Summary (Only) – Machine hour rate –Problems in machine hour. (Simple Problems Only)	12
V	Marginal Costing Definition – Marginal Costing – Features – Advantages – Limitations – Marginal Cost statement – contribution – Breakeven point – Profit Volume Ratio – Profit on given sales – sales required to earn desired Problems – (Simple problems only)	12
	Total Periods	60

Reference Books:

1. Cost Accounting Principles and Practice by S.P Jain& K.L. Narang
2. Cost Accounting Text and Problems by M.C. Shukla, T.S. and M.P. Gupta
Grewal
3. Practical Costing by B.S. Khanna, I.M. Pandey, G.K. Ahuja & S.C.L. Batra

Suggested List of Students Activities

1. **Group Discussions:** Encourage students to participate in group discussions on various topics, such as the importance of cost accounting, different costing methods, and budgeting.
2. **Case Study Analysis:** Provide students with real-world case studies to analyze and solve problems related to cost accounting.
3. **Practice Problems:** Assign practice problems for students to work on, such as calculating costs, preparing budgets, and analyzing variances.
4. **Research Projects:** Ask students to research and present on specific topics related to cost accounting, such as activity-based costing or target costing.
5. **Quizzes and Tests:** Conduct regular quizzes and tests to assess students' understanding of cost accounting concepts.
6. **Group Presentations:** Divide students into groups and ask them to present on specific topics related to cost accounting.
7. **Cost Accounting Simulation:** Use online simulations or games to give students hands-on experience with cost accounting decisions.
8. **Reflective Journaling:** Encourage students to maintain a reflective journal to record their thoughts, questions, and insights throughout the course.

CPH573	INCOME TAX LAW & PRACTICE-II	L	T	P	C
Practicum		0	0	4	2

Introduction

This comprehensive course covers the fundamental concepts of income taxation in India, focusing on profits and gains from business or profession, income from other sources, deductions from gross income, and assessment of individuals. Students will learn to compute business income, allowable expenses, depreciation, and deemed business profits, as well as understand provisions related to maintenance of books of accounts, audit, and estimated basis of income computation. Additionally, the course explores income from other sources, including dividend, interest, and casual income, and delves into permissible deductions under Sections 80C to 80U. The course also provides practical guidance on assessment of individuals, computation of tax, e-filing procedures, and the role of Permanent Account Number (PAN), Tax Deducted at Source (TDS), and Traces. Upon completion, students will possess a thorough understanding of income tax laws and procedures, enabling them to navigate the complexities of taxation with confidence.

Course Objectives

The objectives of this course are to enable the students to:

1. **Comprehend Business and Professional Income Taxation:**

Understand the provisions related to profits and gains from business or profession, including allowable expenses, depreciation, and special provisions for computing income.

2. **Analyze Income from Other Sources:**

Identify and compute income from other sources, including dividends, interest, casual income, and grossing up, and apply deductions in computing income under this head.

3. **Apply Deductions and Exemptions:**

Understand permissible deductions from gross total income, including Sections 80C, 80CCC, 80CCCD, 80D, 80DD, 80DDDB, 80E, 80G, 80GG, 80GGA, 80QQB, 80RRB, and 80U.

4. Compute Tax Liability and File Returns:

Learn to compute tax liability, understand the concept and procedure of e-filing, and familiarize yourself with Form 26AS, TDS, TRACES, and various return forms.

5. Apply Practical Knowledge to Real-World Scenarios:

Develop problem-solving skills to tackle complex income tax scenarios, including computation of income, deductions, and tax liability, and apply theoretical knowledge to practical case studies and exercises.

Course Outcomes

After successful completion of this course, the students will be able to:

CO1: Demonstrate comprehensive knowledge of income tax laws and regulations: Students will be able to explain and apply the provisions of the Income Tax Act, 1961, related to business and professional income, income from other sources, deductions, and exemptions.

CO2: Compute income tax liability accurately and efficiently: Students will be able to calculate income tax liability for individuals, including computation of business income, income from other sources, deductions, and tax credits.

CO3: Prepare and file income tax returns in accordance with regulatory requirements: Students will be able to prepare and e-file income tax returns, including Form 26AS, TDS, TRACES, and various return forms, in accordance with the Income Tax Act, 1961.

CO4: Analyze and solve complex income tax problems using critical thinking: Students will be able to analyze complex income tax scenarios, identify relevant issues, and provide solutions, using problem-solving skills and theoretical knowledge.

CO5: Apply ethical and professional standards in income tax practice with integrity: Students will be able to demonstrate an understanding of ethical and professional standards in income tax practice, including confidentiality, integrity, and compliance with tax laws and regulations.

Pre-requisite :

1. Basic knowledge of accounting and taxation
2. Familiarity with financial statements and accounting concepts
3. Understanding of Indian tax laws and regulations

CP/PO Mapping

CP/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
C01	3	2					2
C02		3	2			1	
C03	3		2				2
C04		3		2	1		
C05	2				3		3

Legend: 3-High Correlation, 2-Medium Correlation, 1-Low Correlation

Instructional Strategy

1. **Lecture-Cum-Case Study Method:** Deliver lectures on key concepts and illustrate with real-life case studies to enhance understanding.
2. **Problem-Solving Sessions:** Provide students with simple problems related to income computation, deductions, and tax assessment, and guide them through solutions.
3. **Group Discussions:** Divide students into groups to discuss topics like allowable expenses, depreciation provisions, and tax planning strategies.
4. **Interactive Quizzes:** Conduct quizzes to test students' understanding of key concepts, such as income from business or profession, income from other sources, and deductions.
5. **Practical Assignments:** Assign students tasks like computing income from business or profession, calculating deductions, and preparing tax returns.
6. **Guest Lectures:** Invite industry experts or chartered accountants to share practical insights on tax assessment, e-filing, and PAN usage.

Assessment Methodology

	Continuous Assessment (40 Marks)			End Semester Examination (60 Marks)
	CA1	CA2	CA3	
Mode	Written Test I (Unit I &II)	Written Test II (Unit III to V)	Observation and Records	Practical
Duration	2 Periods	2 Periods	-	2 Hours 30 Minutes
Exam Marks	50	50	20	60
Converted to	10	10	20	60
Marks	10	10	20	60
Tentative Schedule	6 th Week	12 th Week	13 th -14 th Week	

CA 1 and CA 2: Assessment written test should be conducted for 50 Marks. The marks scored will be converted to 10 Marks. Best one out of two will be considered for the internal assessment of 10 Marks.

CA1and CA2, Assessment test should be conducted for two units as below:

Part A: (4 x 5= 20 Marks)

Part B (2 X 15 = 30 Marks).

Six questions (Minimum two questions from each unit) will be asked in Part A and students should answer any four questions. Six questions (Minimum two question from each unit) will be asked in Part B and the students should answer any two questions.

CA 3: 20 marks are to be awarded for Observation 10 marks and Records 10 marks. The marks scored should be taken for the internal assessment.

The exercise should be completed on the day of practice. The same shall be evaluated for 10 marks on the day or the next day of practice before commencement of next exercise. The detailed date of the practices and its evaluations should be maintained in the log book and should be submitted for the verification.

Allocation of Marks for End Semester Examinations

S. No.	Description	Marks
A	Written Test (1 EXERCISE) (The students shall be permitted to select any one exercise by lot.) (Procedure 30 Marks and Execution 20 Marks)	50
B	Viva-Voce	10
Total Marks		60

INCOME TAX LAW & PRACTICE-II		
Unit	Name of the Topics	Periods
I	Profits and Gains from Business or Profession-I Income from Business or Profession – Allowable expenses – Not allowable expenses - General deductions – Provisions relating to Depreciation – Deemed Business Profits - Undisclosed incomes – Investments.	12
II	Profits and Gains from Business or Profession-II Compulsory maintenance of Books of accounts – Audit of Accounts of certain persons – Special provisions for Computing Incomes on estimated basis – Computation of Income from Business or Profession	12
III	Income from Other Sources-III Income from other sources – Bases of Charge – Dividend income – Interest of Security – Casual income – Grossing up – Deduction in computing income under this head.(Simple Problems Only)	12
IV	Deductions from Gross Income Permissible Deductions from Gross Total Income Sec.80C, 80CCC, 80CCCD, 80D, 80DD, 80DDB, 80E, 80G, 80GG, 80GGA, 80QQB, 80RRB, 80U	12

V	Assessment of Individual –Computation of Tax-E-filing – Concept – Procedure - 26AS – TDS – Traces – Filing of Return – Various Returns – Permanent Account Number (PAN) – Usage of PAN	12
	Total Periods	60

Text Books:

1. Vinod, K.Singhania, Students Guide to IncomeTax, Taxman Publications Pvt. Ltd.
2. Mehrotra- Income Tax Law&Accounts, Goyal, Sathiya Bhavan Publications.
3. Gaur & Narang, Income Tax Law & Practice, Kalyani Publishers.
4. Reddy,T.S. & Hariprasad Reddy, Y, Income Tax Theory, Law & Practice, Margham Publications, Chennai.

Web Reference:

1. www.incometaxindia.gov.in
2. www.incometaxindiaefiling.gov.in

INCOME TAX LAW & PRACTICE-II	
S No	List of Lab Exercises
1.	<p>Compute depreciation u/s 32 for the A.Y. 2019-20 in the following cases:</p> <p>Case A Furniture X sold for Rs. 20,000 on 1/5/2018</p> <p>Case B Furniture X sold for Rs. 1,00,000 on 1/1/2019</p> <p>Case C Furniture X sold for Rs. 1,00,000 and Furniture S purchased for Rs. 35,000 as on 1/7/2018</p> <p>Case D Furniture X sold for Rs. 10,000 and Furniture S purchased for Rs. 40,000 as on 1/7/2018</p> <p>Case E Furniture X sold for Rs. 10,000 and Furniture S purchased for Rs. 40,000 as on 11/11/2018</p> <p>Case F Furniture X sold for Rs. 2,00,000 and Furniture S purchased for Rs. 40,000 as on 11/11/2018</p> <p>Case G Furniture X and Furniture Y both sold for Rs. 10,000 and Rs. 35,000</p>

	<p>respectively.</p> <p>Case H Furniture X and Furniture Y both sold for Rs. 10,000 and Rs. 35,000 respectively as on 1/11/2018. New Furniture T purchased for Rs. 5,000 as on 1/7/2018.</p> <p>Case I Furniture Z purchased for Rs. 40,000 on 1/7/2018 and the same being put to use on 11/11/2018.</p> <p>Case J Furniture Q purchased for Rs. 50,000 on 1/7/2018 but put to use on 1/11/2019.</p> <p>Case K Furniture R purchased for Rs. 30,000 on 1/7/2017 but put to use on 11/11/2018.</p> <p>Case L Furniture S purchased for Rs. 10,000 on 1/7/2018 but put to use on 11/11/2018 and Furniture X and Y sold for Rs. 10,000 and Rs. 6,000 respectively.</p> <p>Case M Furniture R purchased for Rs. 30,000 on 1/7/2018 and sold the same for Rs. 40,000 on 11/11/2018.</p> <p>Case N Sold Furniture X and Y for Rs. 95,000 on 1/7/2018 & purchased Furniture R for Rs. 30,000 on 11/11/2018</p> <p>Case O Sold Furniture X for Rs. 90,000 on 11/7/2018 and following Furniture put to use -</p> <ul style="list-style-type: none"> ❖ Furniture A on 18/12/2018, purchased on 17/12/2018 for Rs. 30,000; ❖ Furniture B on 18/2/2019, purchased on 15/8/2018 for Rs. 50,000; ❖ Furniture Z on 18/4/2018, purchased on 17/7/2017 for Rs. 60,000; ❖ Furniture P on 8/12/2018, purchased on 17/5/2017 for Rs. 10,000; ❖ Furniture Q on 1/4/2019, purchased on 31/3/2019 for Rs. 20,000. <p>Assume in all cases new furniture is charged to depreciation @ 10%</p>
2.	<p>Mr. Sunil is a practicing Chartered Accountant. He also runs a private coaching institute. His bank accounts for the year ended 31/3/2019 is given below:</p>

	Receipts	(Rs.)	Payments	(Rs.)
	To Balance b/f	20,000	By Office expenses	18,000
	To Audit fees	2,00,000	By Municipal tax on property	800
	To Income from other professional work	1,00,000	By Coaching expenses	800
	To Coaching fees	1,200	By Personal expenses	5,000
	To Interest on Investment	2,000	By Membership fees	500
	To Examiner's fees	1,000	By Life insurance premium	13,000
	To Rent from property	5,000	By Income tax	5,000
			By Motor Car purchased	1,80,000
			By Motor Car expenses	10,200
			By Insurance of property	1,600
			By Balance c/d	94,300
		3,29,200		3,29,200
	<p>a) 20% of motor car expenses is in respect of profession.</p> <p>b) Depreciation allowance for motorcar is Rs. 27,000, if wholly used for profession.</p> <p>c) Outstanding fees on 31-3-2019 Rs. 2,000. Whereas Rs. 500 receivable from Mita is considered as bad.</p> <p>d) Outstanding fees of P.Y. 2015-16 Rs. 10,000 received during the year, which is included in the audit fees.</p> <p>e) Office expenses include payment of Rs. 2,000 incurred during the previous year 2017-18.</p> <p>Compute his gross total income for the A.Y. 2019-20 assuming he maintains accounts on cash basis.</p>			
3.	<p>During the previous year 2018-19, profit and loss account of Shri Raj, proprietor of Raj Enterprises engaged in the business of readymade garments, shows profits of Rs. 1,50,000. With the following information, compute his taxable income from business –</p>			

- (a) Interest on capital Rs. 5,000
- (b) Purchases include goods of Rs. 12,000 from his younger brother in cash. However, market value of such goods is Rs. 9,000.
- (c) Interest paid outside India Rs. 1,00,000 without deducting tax at source.
- (d) Penalty paid to Government for non-filing of GST return Rs. 5,000
- (e) Penalty paid to customer for non-fulfilling of order within time Rs. 10,000
- (f) Bad debts Rs. 1,00,000. Money has been advanced for purchase of Building.
- (g) Revenue expenditure on promoting family planning among employees Rs. 10,000.
- (h) Premium paid on health of employees Rs. 6,000 in cash
- (i) Premium paid on health of his relatives Rs. 6,000 in cheque
- (j) Employer's contribution to RPF Rs. 12,000. One-half of the amount is paid after due date as per relevant Act but before 31-3-2019.
- (k) Employees contribution to RPF Rs. 10,000. $\frac{1}{2}$ of the amount is paid after due date as per relevant Act.
- (l) Interest on late payment of professional tax Rs. 1,000 (yet to be paid)
- (m) Interest on loan from State Bank of India Rs. 10,000 (Rs. 5,000 is not paid till due date of filing of return)
- (n) Interest on late refund from income tax department Rs. 500
- (o) Sale includes sale to Raj Rs. 10,000. (Cost of such goods Rs. 8,000; Market value of such goods Rs. 12,000)
- (p) He received Rs. 80,000 from a debtor at a time in cash.
- (q) Recovery of bad debt Rs. 10,000 (out of which Rs. 8,000 was allowed as deduction during A.Y.2013-14)
- (r) Depreciation (being not debited in accounts) Rs. 20,000 allowed as deduction u/s 32

4.	<p>Sunder died on 31st July 2018 while being in Central Government service. In terms of rules governing his service, his widow Mrs. Sunder is paid a family pension of Rs. 10,000 p.m. and dearness allowance of 40% thereof. State whether the amount of family pension is assessable in her hands, and if so, under what head of income. Can she claim any relief/deduction on such receipt? Compute taxable income for the assessment year 2019-20 and tax thereon.</p>																																				
5.	<p>Compute taxable income under the head Income from other sources of Mrs. X from the following data:</p> <table border="1"> <thead> <tr> <th>Particulars</th><th>Amount</th></tr> </thead> <tbody> <tr> <td>Private tuition fee received</td><td>10,000</td></tr> <tr> <td>Winning from lottery</td><td>2,000</td></tr> <tr> <td>Award from KBC (a TV show) [Gross]</td><td>3,20,000</td></tr> <tr> <td>Pension from employer of deceased husband</td><td>25,000</td></tr> <tr> <td>Interest on bank deposit</td><td>25,000</td></tr> <tr> <td>Director's fee (Gross)</td><td>5,000</td></tr> <tr> <td>Letting out of vacant land</td><td>25,000</td></tr> <tr> <td>Remuneration for checking the examination copy of employer's school</td><td>10,000</td></tr> <tr> <td>Remuneration for checking the examination copy of C.A</td><td>10,000</td></tr> <tr> <td>Income tax refund</td><td>5,000</td></tr> <tr> <td>Interest on income tax refund</td><td>100</td></tr> <tr> <td>Composite rent (related expenditures are Rs. 5,000)</td><td>10,000</td></tr> <tr> <td>Rent on sub-letting of house property (rent paid to original owner Rs. 12,000)</td><td>20,000</td></tr> <tr> <td>Income tax paid</td><td>2,000</td></tr> <tr> <td>Payment made for personal expenses</td><td>18,000</td></tr> <tr> <td>Payment made to LIC as premium</td><td>2,000</td></tr> <tr> <td></td><td></td></tr> </tbody> </table>	Particulars	Amount	Private tuition fee received	10,000	Winning from lottery	2,000	Award from KBC (a TV show) [Gross]	3,20,000	Pension from employer of deceased husband	25,000	Interest on bank deposit	25,000	Director's fee (Gross)	5,000	Letting out of vacant land	25,000	Remuneration for checking the examination copy of employer's school	10,000	Remuneration for checking the examination copy of C.A	10,000	Income tax refund	5,000	Interest on income tax refund	100	Composite rent (related expenditures are Rs. 5,000)	10,000	Rent on sub-letting of house property (rent paid to original owner Rs. 12,000)	20,000	Income tax paid	2,000	Payment made for personal expenses	18,000	Payment made to LIC as premium	2,000		
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6. **Calculate the amount of deduction u/s 80C from following data**

Particulars	A	B	C	D	E	F	G
Payment of LIC premium	5	8	6	8	4	-	10
LIC policy amount	80	70	50	40	50	-	40
NSC purchased	20	15	18	17	35	85	20
Repayment of housing loan	20	25	10	-	12	-	80
Contribution to Unit linked insurance plan	10	5	-	-	3	2	3
School fee paid for one child	10	15	6	18	3	5	-
Amount deposited in PPF	5	40	10	6	7	9	-
Notified units of Mutual fund	50	80	60	10	40	100	Nil
Gross Total Income	370	180	320	190	160	540	75
Total income consists of income under the head "Profit and gains of business or profession" only.							

7 **X completed his studies on 1-04-2018 and was immediately employed by the Government on the following terms –**

Basic Salary Rs. 20,000 p.m.

DA Rs. 5,000 p.m. (forming a part of retirement benefit)

Bonus Rs. 40,000

During the year, his employer contributed Rs. 33,000 to the pension scheme being notified u/s 80CCD of the Income Tax Act, 1961. X also contributed similar amount. His income from house property is Rs. 50,000. During the year he contributed Rs. 15,000 to pension plan of LIC, to PPF Rs. 1,00,000 and paid LIC premium of Rs. 16,000 (Policy value Rs. 1,20,000). Compute his total income.

8	Computation of deduction u/s 80D available to Mr. Shyam			
	Particulars		Amount	Amount
	Mediclaime Insurance premium paid for himself			12,000
	Mediclaime Insurance premium paid for spouse			11,000
	Mediclaime Insurance premium paid for dependent children			6,000
	Deductible amount (A) [Maximum]			25,000
	<u>Add: Additional deduction for parents</u>			
	Mediclaime Insurance premium paid for mother (B)			18,000
	<u>Add: Expenditure incurred for preventive health check up</u>	Incurred	Max.	
	Preventive health-check up expenditure for mother ! Max. limit	8,000	5,000	
	Restricted to overall maximum limit for preventive health check ups (C)			5,000
	<u>Add: Medical expenditure incurred for father being senior citizen</u>	39,000	27,000	27,000
	(D) @[Rs.50,000 – (B) – (C)]			
	Deduction u/ s 80D (A + B + C + D)			75,000
9	Fill the List of specified organizations or funds			
	Donee	Maximum limit	Deduction (as a % of net qualifying amount)	
	1. National defence fund set up by the Central Government			
	2. Jawaharlal Nehru Memorial Fund			
	3. Prime Minister’s Drought Relief Fund			

	4. Prime Minister's National Relief Fund		
	5. Prime Minister's Armenia Earthquake Relief Fund		
	6. Africa (Public Contributions- India) Fund		
	7. National Children's Fund		
	8. Indira Gandhi Memorial Trust		
	9. Rajiv Gandhi Foundation		
	10. National Foundation for Communal Harmony		
	11. An approved university or educational institution of national eminence		
	12. The Chief Minister's Earthquake Relief Fund, Maharashtra.		
	13. Any fund set up by the Government of Gujarat for providing relief to victims of earthquake in Gujarat		
	14. Zila Saksharta Samiti		
	15. National or State Blood Transfusion Council		
	16. Fund set up by a State Government for medical relief to the poor		
	17. Army Central Welfare Fund or Air Force Central Welfare Fund or Indian Naval Benevolent fund		
	18. Andhra Pradesh Chief Minister's Cyclone Relief Fund		
	19. National Illness Assistance Fund		
	20. Chief Minister's Relief Fund or Lieutenant Governor's Relief Fund		

	21. National Sports Fund or National Cultural Fund or Fund for Technology Development and Application set up by the Central Government		
	22. National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities		
	23. Swachh Bharat Kosh*		
	24. Clean Ganga Fund (Only for resident donor)*		
	25. National Fund for Control of Drug Abuse		
	26. Any other fund or any institution which satisfies conditions mentioned in Sec 80G(5)		
	27. Government or any local authority to be utilised for any charitable purpose other than the purpose of promoting family planning		
	28. An authority constituted in India by or under any law enacted either for the purpose of dealing with and satisfying the need for housing accommodation or for the purpose of planning, development or improvement of cities, towns & village, or for both		
	29. Any corporation specified in section 10(26BB) for promoting the interest of minority community		
	30. Government or any approved local authority, institution or association to be utilised for the purpose of promoting family planning		

	<div>31. Any temple, mosque, gurdwara, church or other place notified as historic, archaeological or artistic importance or to be a place of worship by the Central Government (for renovation or repair)</div> <div>32. The Indian Olympic Association or to any notified institute for development of infrastructure for sports and games or sponsorship of sports and games in India (only donation by a company)</div>																														
10	<div>Preeti furnished following details -</div> <table><thead><tr><th></th><th>Amount</th></tr></thead><tbody><tr><td>Income from Business</td><td></td></tr><tr><td>Business A (Readymade garments)</td><td>50,000</td></tr><tr><td>Business C (Processing bio-degradable wastes) (started during previous year)</td><td>25,000</td></tr><tr><td>Long term capital gain</td><td>25,000</td></tr><tr><td>Short term capital gain</td><td>65,000</td></tr><tr><td>Saving Bank interest</td><td>2,000</td></tr><tr><td>Interest on deposits with IDBI</td><td>1,000</td></tr><tr><td>Interest paid on loan taken for deposits in IDBI</td><td>1,200</td></tr><tr><td>Interest on NSC (including last year interest Rs. 1,500)</td><td>4,200</td></tr><tr><td>Investment in NSC</td><td>500</td></tr><tr><td>LIC premium paid on the life of dependent blind mother (Sum assured Rs. 1,00,000)</td><td>12,000</td></tr><tr><td>Investment in LIC annuity plan</td><td>8,000</td></tr><tr><td>Donation to National Defence Fund</td><td>12,500</td></tr></tbody></table> <div>Compute her total income and tax liability.</div>				Amount	Income from Business		Business A (Readymade garments)	50,000	Business C (Processing bio-degradable wastes) (started during previous year)	25,000	Long term capital gain	25,000	Short term capital gain	65,000	Saving Bank interest	2,000	Interest on deposits with IDBI	1,000	Interest paid on loan taken for deposits in IDBI	1,200	Interest on NSC (including last year interest Rs. 1,500)	4,200	Investment in NSC	500	LIC premium paid on the life of dependent blind mother (Sum assured Rs. 1,00,000)	12,000	Investment in LIC annuity plan	8,000	Donation to National Defence Fund	12,500
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Note: Above exercises the Assessment year and previous year should be changed by current year based.

Suggested List of Students Activities

1. **Case Study Analysis:** Analyze real-life income tax scenarios, identify issues, and provide solutions (Individual/Group, 20% of course grade)
2. **Tax Planning Projects:** Develop tax planning strategies for individuals and businesses, considering recent amendments to the Income Tax Act, 1961 (Individual, 25% of course grade)
3. **Income Tax Return Preparation:** Prepare and e-file income tax returns for individuals and businesses, using tax software (Practical Assignment, 20% of course grade)
4. **Group Discussions and Presentations:** Participate in group discussions and deliver presentations on income tax topics, such as tax deductions and exemptions.
5. **Reflective Journaling and Quizzes:** Maintain a reflective journal on income tax concepts and take self-assessment quizzes to evaluate understanding.

CPH574	TYPEWRITING - ENGLISH – GTE - SENIOR – PAPER I	L	T	P	C
Practicum		0	0	4	2

Introduction

The Typewriting - English - GTE - Senior - Paper I examination assesses the candidate's proficiency in typewriting skills, focusing on speed, accuracy, and neatness. In this examination, candidates will demonstrate their ability to type an ordinary printed passage with precision and efficiency. The passage, consisting of 2250 strokes, will test the candidate's mastery of keyboard layout, finger dexterity, and attention to detail.

Course Objectives

The objectives of this course are to enable the students to:

1. **Develop Typing Speed and Accuracy:** Achieve a minimum typing speed of 45 words per minute (wpm), completing 2250 strokes in 10 minutes.
2. **Master Typewriting Techniques:** Demonstrate proficiency in typing with correct finger placement, hand positioning, and posture.
3. **Enhance Keyboard Familiarity:** Develop muscle memory for keyboard layout, enabling efficient and accurate typing.
4. **Improve Document Formatting Skills:** Apply proper formatting guidelines, including double line spacing, margins, and paragraph indentation.
5. **Build Efficiency in Timed Typing Tasks:** Complete typing tasks within stipulated time frames (10 minutes), meeting specified stroke counts and accuracy standards.

Course Outcomes

After successful completion of this course, the students will be able to:

CO1: Demonstrate Typing Speed and Accuracy: Achieve a minimum typing speed of 45 words per minute (wpm), completing 2250 strokes in 10 minutes.

CO2: Apply Effective Typewriting Techniques: Utilize proper finger placement, hand positioning, and posture to ensure efficient and accurate typing.

CO3: Exhibit Keyboard Proficiency: Demonstrate familiarity with keyboard layout, enabling rapid and accurate typing.

CO4: Format Documents Correctly: Apply proper formatting guidelines, including double line spacing, margins, and paragraph indentation.

CO5: Complete Timed Typing Tasks Efficiently: Finish typing tasks within stipulated time frames (10 minutes), meeting specified stroke counts and accuracy standards.

Pre-requisite : Basic typing skills and Familiarity with standard keyboard layout

CP/PO Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3			2		2	2
CO2	2			3		2	2
CO3	3			3		2	2
CO4	2		2	2		2	2
CO5	2			2		3	2

Legend: 3-High Correlation, 2-Medium Correlation, 1-Low Correlation

Instructional Strategy

1. **Demonstration and Guided Practice:** Demonstrate typing techniques and have students practice under guidance.
2. **Timed Typing Drills:** Conduct regular timed typing drills to improve speed and accuracy.
3. **Passage Analysis:** Break down the passage into smaller sections and analyze typing challenges.
4. **Error Correction and Feedback:** Provide immediate feedback on errors and suggest corrections.
5. **Typing Games and Activities:** Incorporate games and activities to make practice engaging and fun.

6. **Mock Tests and Assessments:** Conduct regular mock tests to simulate the actual exam environment.

Assessment Methodology

	Continuous Assessment (40 Marks)			End Semester Examination (60 Marks)
	CA1	CA2	CA3	
Mode	Skill Test I	Skill Test II	Typing Sheet Records	Practical
Duration	10 Minutes	10 Minutes	-	10 Minutes
Exam Marks	50	50	20	60
Converted to	10	10	20	60
Marks	10	10	20	60
Tentative Schedule	6 th Week	12 th Week	13 th -14 th Week	

CA 1 and CA 2: Assessment skill test should be conducted for 50 Marks for speed I and speed II . The marks scored will be converted to 10 Marks.

CA 3: 20 marks are to be awarded for maintaining Typing sheet records. The marks scored should be taken for the internal assessment.

TYPEWRITING - ENGLISH – GTE - SENIOR – PAPER I		
Unit	Topic	Periods
I	Speed Practice	60
	Total Periods	60

TYPEWRITING - ENGLISH – GTE - SENIOR – PAPER I
NAME OF THE TOPICS
<p align="center">TYPEWRITING - ENGLISH – GTE - SENIOR – PAPER I SPEED (10 minutes)</p> <p>To Typewrite on one side of the paper an ordinary printed passage without heading and few figures if necessary and not exceeding three paragraphs, consisting of 2250 strokes, with the minimum capital letters, in double line spacing, with ten degrees margin on the left.</p> <p>Special attention must be paid to accuracy and neatness of execution.</p> <p>Note:</p> <ul style="list-style-type: none"> ➤ Five strokes will be counted as a word. Each depression of character key or the space bar will be counted as a stroke. ➤ No stroke is counted for paragraph indentation or depression of shift key. ➤ Two strokes are counted after every full stop, interrogation sign or exclamation mark. ➤ 10 Marks will be awarded to all the candidates who are able to keep the rate of speed and have completed the passage in the stipulated time of 10 minutes.

TYPEWRITING - ENGLISH – GTE - SENIOR – PAPER I**READY RECKONER**

The Marks shown in the Ready Reckoner below is on the basis of deduction of 1.25 marks for each mistake for 100 marks.

No. of Mistakes	Marks to be awarded	No. of Mistakes	Marks to be awarded	No. of Mistakes	Marks to be awarded
1	99	28	65	55	31
2	98	29	64	56	30
3	96	30	63	57	29
4	95	31	61	58	28
5	94	32	60	59	26
6	93	33	59	60	25
7	91	34	58	61	24
8	90	35	56	62	23
9	89	36	55	63	21
10	88	37	54	64	20
11	86	38	53	65	19
12	85	39	51	66	18
13	84	40	50	67	16
14	83	41	49	68	15
15	81	42	48	69	14
16	80	43	46	70	13
17	79	44	45	71	11
18	78	45	44	72	10
19	76	46	43	73	9
20	75	47	41	74	8
21	74	48	40	75	6
22	73	49	39	76	5
23	71	50	38	77	4
24	70	51	36	78	3
25	69	52	35	79	1
26	68	53	34	80 &	0
27	66	54	33		

Note:- (1) The total number of mistakes and the total marks awarded as per the above Ready Reckoner should be entered at the last typewritten page of the answer book, as illustrated below:

No. of Mistakes : 10 = 88 Marks
--

(2) Only the total marks awarded should be entered on the front wrapper in the place provided therefore.

(3) Practical Examination Question Paper should be prepared for 100 Marks and Final Marks Scored be converted to 60 Marks.

(4) A candidate will be declared to have passed the examination of the subject only if he/she has secured the prescribed minimum 30 out of 60 marks and minimum 45 marks out of 100.

Suggested List of Students Activities

1. **Timed Typing Practice:** Practice typing passages within the 10-minute time frame to improve speed and accuracy.
2. **Stroke Counting Exercises:** Complete exercises counting strokes to understand the scoring system (5 strokes = 1 word).
3. **Error-Free Typing Drills:** Focus on accuracy by typing short passages without errors, emphasizing correct finger placement and posture.
4. **Formatting Practice:** Practice typing passages with double line spacing, 10-degree margin, and minimal capital letters.
5. **Speed-Building Challenges:** Participate in timed typing challenges to increase words per minute (wpm) and maintain accuracy.

CPH575	COMPUTERISED ACCOUNTING LAB - II	L	T	P	C
Practical		0	0	4	2

Introduction

The GST (Goods and Service Tax) and TDS (Tax Deducted at Source) modules in Tally Prime provide comprehensive tools for managing indirect taxation and accounting requirements. This course covers the fundamental concepts of GST, including IGST, CGST, and SGST, and delves into the practical applications of GST in Tally Prime, such as activating GST for companies, setting up GST rates, and generating GSTR returns. Additionally, the course explores TDS configuration, ledger creation, and reporting. The accounts receivable and payable management section enables effective tracking of bill-wise details, credit limits, and payment performance. By mastering these features, learners will gain expertise in navigating the complexities of GST and TDS compliance, ensuring accurate financial reporting and streamlined business operations using Tally Prime.

Course Objectives

The objectives of this course are to enable the students to:

1. **Implement GST in Tally Prime:**

Understand GST concepts (IGST, CGST, SGST) and learn to activate GST, set rates, and ensure compliance in Tally Prime .

2. **Generate GST Returns and Reports:**

Acquire skills to generate GSTR-1, GSTR-2, and GSTR-3B returns, reconcile input tax credit with GSTR-2A, and manage GST payments using Tally Prime.

3. **Manage Advanced GST and TDS Scenarios:**

Learn to handle reverse charge, advance payments, e-Way bills, and enable TDS (Tax Deducted at Source) in Tally Prime.

4. **Effectively Manage Accounts Payable and Receivable:**

Understand accounts payable and receivable concepts, maintain bill-wise details, and manage credit limits using Tally Prime.

5. **Develop Practical Accounting Competence:** Gain hands-on experience using Tally Prime for GST, TDS, and accounts management, enhancing overall accounting efficiency, accuracy, and compliance.

Course Outcomes

After successful completion of this course, the students will be able to:

CO1: Demonstrate Understanding of GST Fundamentals in Tally Prime

Upon completion of this course, students will be able to comprehend GST concepts, configure GST settings, and apply GST rates in Tally Prime.

CO2: Record and Manage GST Transactions and Reporting

Students will be able to record GST transactions, generate GSTR returns (GSTR-1, GSTR-2, GSTR-3B), and reconcile tax credits using Tally Prime.

CO3: Implement TDS Configuration and Reporting

Upon completion of this course, students will be able to configure TDS settings, generate TDS reports (Form 26Q, Form 27Q), and manage TDS transactions in Tally Prime.

CO4: Manage Accounts Receivable and Payable Effectively

Students will be able to maintain bill-wise details, track credit limits, analyze payment performance, and manage accounts receivable and payable using Tally Prime.

CO5: Apply Practical Accounting Skills for GST and TDS Compliance

Upon completion of this course, students will demonstrate hands-on expertise in using Tally Prime for GST and TDS compliance, ensuring accurate financial reporting and streamlined business operations.

Pre-requisite:

1. Basic knowledge of accounting principles and concepts
2. Familiarity with Tally Prime software
3. Understanding of GST (Goods and Service Tax) fundamentals
4. Basic computer skills and proficiency in Microsoft Office

CP/PO Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
C01	3			2		2	2
C02	3	2		3			
C03		2				2	2
C04			2	2		3	
C05	3			3			3

Legend: 3-High Correlation, 2-Medium Correlation, 1-Low Correlation

Instructional Strategy

1. Hands-on Training

Provide students with direct access to Tally Prime software, allowing them to practice and apply concepts learned in class.

2. Step-by-Step Tutorials

Offer detailed, step-by-step instructions for each topic, accompanied by screenshots or videos.

3. Real-World Case Studies

Use practical scenarios to illustrate key concepts, such as GST returns, TDS configuration, and accounts receivable management.

4. Collaborative Learning

Divide students into groups to work on projects, such as setting up GST rates or recording TDS transactions.

5. Simulation Exercises

Create simulated business scenarios, allowing students to practice problem-solving and decision-making using Tally Prime.

6. Interactive Quizzes and Games

Develop interactive quizzes and games to reinforce key concepts and promote engagement.

Assessment Methodology

	Continuous Assessment (40 Marks)			End Semester Examination (60 Marks)
	CA1	CA2	CA3	
Mode	Written Test I (Unit I & II)	Written Test II (Unit III to V)	Observation and Records	Practical
Duration	2 Hours	2 Hours	-	2 Hours 30 Minutes
Exam Marks	50	50	20	60
Converted to	10	10	20	60
Marks	10	10	20	60
Tentative Schedule	6 th Week	12 th Week	13 th -14 th Week	

CA 1 and CA 2: Assessment written test should be conducted for 50 Marks. The marks scored will be converted to 10 Marks. Best one out of two will be considered for the internal assessment of 10 Marks.

CA1 and CA2, Assessment test should be conducted for two units as below:

Part A: (4 x 5 = 20 Marks)

Part B (2 X 15 = 30 Marks).

Six questions (Minimum two questions from each unit) will be asked in Part A and students should answer any four questions. Six questions (Minimum two questions from each unit) will be asked in Part B and the students should answer any two questions.

CA 3: 20 marks are to be awarded for Observation 10 and Records 10. The marks scored should be taken for the internal assessment.

The exercise should be completed on the day of practice. The same shall be evaluated for 10 marks on the day or the next day of practice before commencement of next exercise. The detailed date of the practices and its evaluations should be maintained in the log book and should be submitted for the verification.

Allocation of Marks for End Semester Examinations

S. No.	Description	Marks
A	Procedure 20 Marks Execution 20 Marks Result 10 Marks	50
B	Viva-Voce	10
Total Marks		60 Marks

COMPUTERISED ACCOUNTING LAB - II		
Unit	Name of the Topics	Periods
I	GST (Goods and Service Tax) in Tally Prime Introduction to GST (IGST, CGST, SGST) - GST applicable and Registration-Calculation of GST (IGST, CGST & SGST) - GST on Tally Prime - Activating GST for the Company - Setting Up GST Rates - Updating/Creating Sales and Purchase Ledgers for GST Compliance - Restarting Voucher Numbering for GST Transactions Creating/Updating/ Party GSTIN/UIN - Creating GST Ledgers - - Recording Purchase under GST - Recording GST Sales and Printing of Invoices.	12
II	Filing returns under GST Generate GSTR-1 Returns / Reports under Tally Prime - Generate GSTR-2 Returns / Reports under Tally Prime - Generating Form GSTR-3B - Challan Reconciliation Report for GST Payments - Creating Income and Expenses Ledger in GST.	12
III	Special GST Features in Tally Prime Reverse Charge on Purchase from Unregistered Dealer (URD) Reverse Charge in GST in Tally - GST on Advance Payment Received from Customer in Tally GST in Tally Prime - Recording an Advance Payment To Supplier Under GST - Transferring Tax Credits to GST- Reconciliation	12

	of Input Tax Credit with GSTR-2A using Tally - Recording Sales of Composite Supply under GST (Expenses Apportioning) - Nil-Rated Sales & Exempt Sales - Adjustment & Set-off the Liability of GST (Tax) Credit under GST - Recording Journal Vouchers for Interest, Penalty, Late Fee and Other Dues in GST - e-Way Bill in Tally Prime.	
IV	TDS (Tax Deducted at Source) using Tally Prime Enabling TDS in Tally Prime, Creating TDS Nature of Payment - Creating Master Ledgers with TDS Transactions: A- TDS on Expenses; B- TDS on Advance Payment against Expenses - C- Recording TDS Payment Transaction - TDS Reports: A- Form 26Q (TDS); B- Form 27Q(TDS); C- TDS Reconciliation Report; D- TDS Outstanding Report.	12
V	Accounts Receivable, Payable Management. Introduction - Accounts Payable and Receivable - Maintaining Bill-wise Details - Activation of Maintaining Bill-wise Details - Feature - New Reference - Against Reference - Advance Reference - On Account - Credit Limit - Activate Credit Limit - Setting Credit Limits - Exceeding Credit Limits - Exception to Credit Limits - Payment Performance of Debtors - Changing the Financial Year in Tally Prime.	12
	Total Periods	60

Reference Books

1. "Garima Agarwal" "Computerised Accounting", Himalaya.
2. "A. Murali Krishna" "Computerised Accounting", Vaagdevi.
3. "A.K Nadhani and K.K Nadhani" "Implementing Tally ERP 9", BPB Publications
4. "M. Yadagiri and G. Srinivas" "Computerised Accounting using Tally (with GST)", Kalyani Publishers
5. "J.S Arora" "Tally ERP 9", Kalyani Publications.

	COMPUTERISED ACCOUNTING LAB - II
Ex.No.	List of Lab exercises
1	GST on Tally Prime - Activating GST for the Company - Setting Up GST Rates - Updating/Creating Sales and Purchase Ledgers for GST Compliance
2	Creating GST Ledgers - Creating Party Ledgers for GST.
3	Recording Purchase under GST (Capital goods, Taxable, Exempted and Nil rated items)
4	Recording GST Sales and Printing Invoices
5	Purchase Return / Debit Note Voucher, Sales Return / Credit Note in Tally Prime.
6	Setting Slab-wise GST Details and Setting MRP details in Stock Item
7	Generate GSTR-1 Returns / Reports under Tally Prime.
8	Reconciliation of ITC with GSTR-2A using Tally.
9	Generating Form Monthly GSTR-3B/(QRMP) Challan Reconciliation Report for GST Payments
10	Reverse Charge in GST in Tally
11	GST on Advance Payment Received from Customer in Tally GST in Tally Prime - Recording an Advance Payment to Supplier Under GST
12	Creation of GST e-Way Bill in Tally Prime for outward and inward supplies
13	Enabling TDS in Tally Prime, Creating TDS Nature of Payment - Creating Master Ledgers with TDS Transactions
14	Accounts Payable and Receivable - Maintaining Bill-wise Details - Activation of Maintaining Bill-wise Details
15	Credit Limit - Activate Credit Limit - Setting Credit Limits - Exceeding Credit Limits - Exception to Credit Limits

List of Equipment and software:

1. Desktop or Laptop Computer
2. Printer
3. Tally Prime software (Education version) or open source software

Suggested List of Students Activities

1. **Tally Prime Hands-on Practice:** Regular practice sessions to master Tally Prime features, including GST, TDS, and accounting.
2. **Case Study Analysis:** Analyze real-world accounting scenarios to apply GST and TDS concepts learned in class.
3. **Group Projects:** Collaborate on comprehensive accounting projects using Tally Prime, incorporating GST and TDS.
4. **Accounting Scenario Presentations:** Create and present scenarios related to GST, TDS, and accounting to develop communication skills.
5. **Quizzes and Assignments:** Complete regular quizzes, assignments, and exercises to reinforce understanding of GST, TDS, and accounting concepts.

CPH587	ELECTIVE - PRACTICAL AUDITING	L	T	P	C
Practicum		2	0	2	3

Introduction

Practical auditing is a crucial aspect of financial management that ensures the accuracy, reliability, and transparency of financial statements. It involves a systematic examination of an organization's financial records and processes to provide an independent opinion on their fairness and compliance with regulatory requirements. Effective auditing helps detect and prevent errors and fraud, promotes internal control, and enhances stakeholder confidence. This course covers the fundamental principles and procedures of auditing, including internal check and control, vouching, verification, and valuation, as well as specialized auditing for various industries and institutions. By mastering practical auditing, professionals can ensure the integrity of financial reporting and contribute to informed decision-making.

Course Objectives

The objectives of this course are to enable the students to:

1. **Understand Auditing Fundamentals:** To comprehend the origins, definitions, objectives, types, advantages, and limitations of auditing, and distinguish between auditing, accounting, and investigation.
2. **Develop Internal Control and Check Skills:** To design and evaluate internal control systems, identify potential errors and fraud, and implement effective internal check procedures for cash, purchases, sales, and wages.
3. **Master Vouching and Verification Techniques:** To apply vouching procedures for various transactions, verify assets and liabilities, and assess valuation methods for different asset classes.
4. **Apply Auditing Standards and Procedures:** To prepare audit programs, utilize audit working papers and notebooks, and understand the appointment, qualifications, rights, duties, and liabilities of auditors.

5. **Develop Specialized Auditing Skills:** To apply auditing principles to diverse industries and institutions, including trading and non-trading concerns, charitable institutions, educational institutions, and other specialized entities.

Course Outcomes

After successful completion of this course, the students will be able to:

CO1: Apply Auditing Standards and Procedures: Students will demonstrate understanding of auditing principles, standards, and procedures, including audit planning, execution, and reporting.

CO2: Evaluate Internal Control Systems: Students will assess the effectiveness of internal control systems, identifying strengths and weaknesses, and recommending improvements.

CO3: Verify Financial Transactions and Assets: Students will apply vouching and verification techniques to ensure accuracy and validity of financial transactions and assets.

CO4: Analyze and Interpret Financial Data: Students will extract, analyze, and interpret financial data from audits, drawing meaningful conclusions and making informed recommendations.

CO5: Communicate Audit Findings Effectively: Students will prepare clear, concise, and professional audit reports, presenting findings and recommendations to stakeholders.

Pre-requisite: Basic knowledge about business Activities

CO/PO Mapping

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3			2			2
CO2		3	2				
CO3	3	3		3	2	2	2
CO4		3		2			
CO5	2					3	2

Legend: 3-High Correlation, 2-Medium Correlation, 1-Low Correlation

Instructional Strategy

1. **Case Study Approach:** Use real-life auditing scenarios to illustrate key concepts, enabling students to analyze and apply auditing principles.
2. **Simulation Exercises:** Conduct mock audits, allowing students to practice auditing techniques, identify errors, and develop problem-solving skills.
3. **Group Discussions and Presentations:** Encourage collaborative learning through group discussions, presentations, and debates on auditing topics, fostering critical thinking and communication skills.
4. **Hands-on Training with Auditing Software:** Provide practical experience with auditing software, enabling students to apply technical skills in a controlled environment.
5. **Guest Lectures and Industry Expert Interactions:** Invite experienced auditors to share industry insights, best practices, and real-world applications, bridging the gap between theory and practice.
6. **Project-Based Learning:** Assign students to conduct audits on fictional companies or real-world organizations, applying auditing concepts, identifying issues, and recommending improvements.

Assessment Methodology

	Continuous Assessment (40 Marks)			End Semester Examination (60 Marks)
	CA1	CA2	CA3	
Mode	Written Test I (Unit I & II)	Written Test II (Unit II & III)	Observation and Records	Practical
Duration	2 Hours	2 Hours	-	2 Hours 30 Minutes
Exam Marks	50	50	20	60
Converted to	10	10	20	60
Marks	10	10	20	60
Tentative Schedule	6 th Week	12 th Week	13 th -14 th Week	

CA 1 and CA 2: Assessment written test should be conducted for 50 Marks. The marks scored will be converted to 10 Marks.

CA1 and CA2, Assessment test should be conducted for two units as below:

Part A: (4 x 5 = 20 Marks)

Part B : (2 X 15 = 30 Marks)

six questions (Minimum two questions from each unit) will be asked in Part A and students should answer any four questions. six questions (Minimum two question from each unit) will be asked in Part B and the students should answer any two questions.

CA 3: 20 marks are to be awarded for Observation 10 Marks and Records 10 marks. The marks scored should be taken for the internal assessment.

The details of the documents to be prepared as per the instruction below:

The exercise should be completed on the day of practice. The same shall be evaluated for 10 marks on the day or the next day of practice before commencement of next exercise. The detailed date of the practices and its evaluations should be maintained in the log book and should be submitted for the verification.

Allocation of Marks for End Semester Examinations

S. No.	Description	Marks
A	Written Test (1 EXERCISE) The students shall be permitted to select any one exercise by lot.) (Procedure 30 Marks and Execution 20 Marks)	50
B	Viva-Voce	10
Total Marks		60

PRACTICAL AUDITING		
UNIT	Name of The Topics	Periods
I	INTRODUCTION – GENERAL PROCEDURE OF AUDIT: Auditing – Origin– Definition of auditing – Objectives– Types – Advantages and Limitations – Auditing and Accounting – Auditing and Investigation – Audit Procedure – Audit Programme – Types of Audit Programme – Audit Note Book – Audit working papers – ownership of working papers – Auditing standards.	12
II	INTERNAL CHECK, INTERNAL CONTROL&INTERNAL AUDIT: Definition and objects of internal check – Factors causing Errors and Frauds – Features of good system of Internal Check – Internal check for cash, purchases, sales and wages – Internal control – Forms of Internal control – Methods of reviewing the Internal Control System – Internal control for Cash sales and Cash Collections – Internal audit – Objectives – Scope of Internal Audit – Distinction between Internal Check, Internal Control and Internal Audit.	12
III	VOUCHING: Meaning and Objectives of vouching – Voucher- Requisites of Valid	12

	Voucher – Types of Voucher – Vouching and Routine Checking – Teaming and Lading Method of frauds – Vouching of Cash Transactions – Cashbook – Wages– Capital Expenditure – Loans – Salaries – Directors Fees etc. – Vouching of Trading transactions – Vouching of Purchase, Sales Receivable book – Vouching of ledgers.	
IV	VERIFICATION AND VALUATION & APPOINTMENT OF AUDITOR: Meaning of Verification – Meaning of Valuation – Problems in Valuation of Assets – Valuation of assets during inflationary period – Fixed assets – Stock – Investments – debtors – Valuation of different classes of Assets – Market value – Contingent Liabilities – Appointment of auditors – qualification – rights – duties – liabilities of auditors.	12
V	SPECIALISED AUDIT: Trading and Non-trading concerns – Charitable Institutions – Educational Institutions – Hospitals – Branch audit –Transport companies – Cinema Theatres – Executors and Trustees – Clubs – Hotels – Publishers – Newspapers and periodicals.	12
	Total Periods	60

	PRACTICAL AUDITING
Sl. No	List of Lab Exercises
	Unit I: Introduction to Auditing
1	Conduct a risk assessment for an enterprise.
2	Prepare an audit program for an enterprise.
3	Complete an audit working paper for an enterprise.
	Unit II: Internal Check, Internal Control, and Internal Audit
4	Evaluate the internal control system of an enterprise.
5	Conduct a test of internal controls for cash sales and cash collections.
6	Complete an internal audit checklist for an enterprise.
	Unit III: Vouching
7	Verify the cash transactions of an enterprise using vouching.
8	Vouch the trading transactions of an enterprise.
9	Complete a vouching worksheet for an enterprise.
	Unit IV: Verification and Valuation
10	Verify the assets of an enterprise using valuation techniques.
11	Evaluate the problems in valuation of assets during inflationary periods.
12	Complete a valuation report for an enterprise.
	Unit V: Specialised Audit
13	Conduct an audit of a Transport company.
14	Conduct an audit of a Hospital.
15	Complete an audit report for an Educational Institution.

Suggested List of Students Activities

1. **Case Study Analysis:** Analyze real-life auditing scenarios, identifying issues and recommending improvements.
2. **Audit Planning Project:** Develop comprehensive audit plans, including risk assessments and procedures.
3. **Audit Simulation:** Conduct mock audits, applying auditing techniques and identifying errors.
4. **Group Presentation:** Present auditing case studies, discussing findings and recommendations.
5. **Mock Audit Project:** Conduct audits on fictional companies, applying auditing concepts and identifying issues.
6. **Internal Control Design:** Design and evaluate internal control systems for various industries.
7. **Industry Expert Panel Discussion:** Engage with experienced auditors, discussing industry trends and best practices.
8. **Comprehensive Audit Report:** Prepare detailed audit reports, demonstrating understanding of auditing principles and procedures.

CPH588	ELECTIVE –SHORTHAND – ENGLISH – SPEED (60 WPM)	L	T	P	C
Practicum		2	0	2	3

Introduction

In this elective course, students will learn the art of shorthand in English, focusing on the Pitman's Shorthand New Course (New Era Edition). Building on the foundations laid in the fourth semester, students will progress from consonants to figures, mastering the skills necessary to transcribe shorthand matter into longhand. Through rigorous practice and dictation exercises, students will develop their speed and accuracy, ultimately aiming to achieve a proficiency of 60 words per minute. By the end of the semester, students will be able to transcribe a 200-word passage from lithographed shorthand into longhand and take down dictation of a 420-word passage at the specified speed. This course will equip students with a valuable skillset in shorthand, enhancing their productivity and efficiency in note-taking and communication.

Course Objectives

The objectives of this course are to enable the students to:

1. Master the basics of Pitman's Shorthand:

Students will learn and practice the fundamentals of Pitman's Shorthand, including consonants, vowels, and figures.

2. Develop speed and accuracy:

Students will increase their shorthand writing speed and accuracy through regular practice and dictation exercises.

3. Transcribe shorthand into longhand:

Students will learn to transcribe shorthand matter into longhand, applying the rules and techniques covered in the course.

4. Achieve 60 WPM speed:

Students will aim to reach a shorthand writing speed of 60 words per minute by the end of the semester.

5. Improve note-taking skills:

Students will develop their ability to take down dictation quickly and accurately, enhancing their note-taking skills.

Course Outcomes

After successful completion of this course, the students will be able to:

CO1: Demonstrate mastery of Pitman's Shorthand basics, including consonants, vowels, and figures, and apply them to transcribe shorthand matter into longhand.

CO2: Achieve a shorthand writing speed of 60 words per minute and maintain accuracy in transcription.

CO3: Accurately transcribe shorthand into longhand, applying rules and techniques covered in the course.

CO4: Take down dictation at a speed of 60 words per minute and transcribe it into longhand with high accuracy.

CO5: Apply shorthand skills to enhance productivity and efficiency in communication and note-taking.

Pre-requisite : Basic knowledge about English vocabulary

CP/PO Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	1		2		1	2
CO2	3			3		2	2
CO3	3	2		2		2	2
CO4	3	2		3		2	2
CO5	3	2	1	2	1	3	3

Legend: 3-High Correlation, 2-Medium Correlation, 1-Low Correlation

Instructional Strategy

1. Lecture and Demonstration

The instructor will introduce the basics of Pitman's Shorthand, demonstrating how to write consonants, vowels, and figures, and providing examples of shorthand outlines.

2. Guided Practice

Students will practice writing shorthand under the guidance of the instructor, starting with simple exercises and gradually increasing in difficulty.

3. Dictation Exercises

The instructor will dictate passages at a rate of 60 words per minute, and students will practice taking down the dictation in shorthand.

4. Transcription Practice

Students will transcribe shorthand matter into longhand, starting with simple passages and gradually increasing in length and difficulty.

5. Shorthand Outlining

Students will learn to write shorthand outlines for words, applying rules covered from chapter I to XVIII.

6. Speed Building Exercises

The instructor will provide exercises to help students increase their shorthand writing speed, aiming to reach 60 words per minute.

7. Examination Preparation

The instructor will prepare students for the examination by providing practice passages and dictation exercises that simulate the actual exam conditions.

Assessment Methodology

	Continuous Assessment (40 Marks)			End Semester Examination (60 Marks)
	CA1	CA2	CA3	
Mode	Skill Test I	Skill Test II	Shorthand Observation Records	Practical
Duration	1 Hours	1 Hours	-	2 Hours
Exam Marks	50	50	20	60
Converted to	10	10	20	60
Marks	10	10	20	60
Tentative Schedule	6 th Week	12 th Week	13 th -14 th Week	

CA 1 and CA 2: Assessment skill test should be conducted for 50 Marks for two units. The marks scored will be converted to 10 Marks.

CA 3: Shorthand practice work should be kept as Observation records and 20 marks awarded for Observation Records. The marks scored should be taken for the internal assessment.

ELECTIVE –SHORTHAND – ENGLISH – SPEED (60 WPM)		
Unit	Name of the Topics	Periods
I	<p>chapter I (consonants) to XVIII (figures etc.,)</p> <p>At the end of the semester student will transcribe about 200 words of lithographed short hand matter into longhand.</p> <p>Student take down dictation of an easy passage of a speech consisting of 420 words at the rate of 60 words per minute for 7 minutes and transcribe it in to longhand and to write shorthand outlines for words rules for which are covered from chapter I (consonants) to XVIII (figures etc.,)</p> <p>This is the continuation of the fourth semester portions and covers the following from the pitman’s shorthand New Course (New Era Edition).</p> <p><u>EXAMINATION:</u></p> <p>To take down in shorthand a passage consisting of 420 words at the rate of 60 words per minute and transcribe it into longhand.</p>	60
	Total Periods	60

Note:

1. A candidate will be declared to have passed the examination of the subject only if he/she has secured the prescribed minimum 30 out of 60 marks and minimum 45 marks out of 100.
2. As this is a skill based subject and students need constant practice, classes should be conducted until the commencement of the Autonomous Practical Examinations.
3. Practical Examination Question Paper should be prepared for 100 Marks and Final Marks Scored be converted to 60 Marks.
4. A candidate will be declared to have passed the examination of the subject only if he/she has secured the prescribed minimum 30 out of 60 marks and minimum 45 marks out of 100.

SHORDHAND – ENGLISH – SPEED (60 WPM)

Model Practical Question Paper

Time for Dictation - Seven Minutes

Max. Marks:100

Time for Transcription - One hour

INSTRUCTIONS TO THE SUPERINTENDENT

1. The following passage and letter are to be dictated to the candidates once only, in a loud and distinct voice, no word or phrase being repeated and no punctuation stops mentioned.
2. The passage and letter are to be dictated at the rate of 60 words per minute. They are marked into portions of one minute's duration and each of these is subdivided into quarters. The reader will read with a watch in hand and notice, at every quarter minute, whether he is strictly adhering to the speed.
3. Before dictation is commenced, the candidates should be told to take down the following passage and letter in the intermediate style of phonography.
4. As soon as the dictation is over, the candidates should be told to transcribe into longhand what they have written.
5. At the end of the time allowed for transcription, both the shorthand and longhand performances of the candidates should be fastened together and given to the superintendent.
6. Before commencing dictation, the candidates should be informed that **EIGHT** marks are reserved for their shorthand performance.

Friends,

Speed development in shorthand cannot be got without a complete knowledge of the rules. / It is also not suggested that the writer should sit down and commit to memory // each rule. What is required is the employment of the rules by writing a number /// of outlines, using each rule, and writing them again and again.

All too often, boys (1) and girls write outlines without knowing what they are writing. It is most important to / concentrate when writing, and this is just not possible when one is taken by some // form of entertainment. We cannot quite agree with those who believe that they learn better /// in peaceful conditions. Satisfactory

results are not got without real work. More attention will have (2) to be given hour by hour during the course of learning, and a clear plan / of work should be agreed upon to gain the maximum advantage.

Regular reading of rules // is important even after speed training is taken up. All short forms and contractions should /// be mastered, that is read, practised and used regularly. You should keep in mind that (3) practice every day is better than one or two hours at the end of the / week. If you wish to develop your speed, but know that your knowledge is imperfect, // it is a good idea to go through your first book and do quick reading. ///

Most things worth having are worth working hard to get, and this subject is one (4) of them.

If you find yourself often writing wrongly covering one particular part of the / rules, you should then make a real attempt to become an expert in that part, // working out the different examples given in the book. You should read your shorthand notes /// regularly, even attempting the notes written a week ago in the class. All the best! (5)

Dear Sir, We are surprised to learn from you this morning that the goods which / we have ordered and

about which we have many times reminded you, will not be // delivered before the end of this week. At the time of placing the order, we /// have very clearly stated that we require the goods in the first week of this (6) month, and although your prices were higher than those of other companies, we have placed / the order on you with the hope that you will let us have delivery to // meet our requirements.

We shall be glad if you will look into the matter of /// delivery at once and let us know by return the position.

Thanking you,

Yours faithfully, (7)

Suggested List of Students Activities

1. **Practice shorthand writing:** Students will practice writing shorthand regularly, focusing on consonants, vowels, and figures.
2. **Transcribe shorthand passages:** Students will transcribe shorthand passages into longhand, increasing in length and difficulty.
3. **Take dictation:** Students will practice taking dictation at a rate of 60 words per minute, gradually increasing in duration.
4. **Create shorthand outlines:** Students will create shorthand outlines for words, applying rules covered in the course.
5. **Participate in speed building exercises:** Students will participate in exercises designed to increase their shorthand writing speed.
6. **Practice shorthand-English translation:** Students will practice translating shorthand into English, focusing on accuracy and fluency.
7. **Use shorthand software or apps:** Students will utilize shorthand software or apps to practice and improve their shorthand skills.
8. **Take mock exams:** Students will take mock exams to prepare for the actual examination, simulating the conditions and timing.

CPH576	Industrial Training (Summer Vacation – 90 Hours)	L	T	P	C
Internship		0	0	0	2

Introduction

Industrial training is a crucial component of the diploma curriculum, designed to bridge the gap between theoretical knowledge and practical application. Typically conducted during vacation periods, this two-week training program provides students with hands-on experience in their respective engineering fields. The primary objectives are to enhance practical skills, familiarize students with industry standards, and prepare them for future employment.

Two-week industrial training during vacation periods is an invaluable part of diploma engineering and technology education. It not only equips students with practical skills but also provides a comprehensive understanding of the industry, preparing them for successful engineering careers.

Course Objectives

The objectives of this course are to enable the students to:

1. **Practical Exposure:** Students gain direct exposure to real-world engineering practices, tools, and technologies.
2. **Skill Enhancement:** The training helps in developing technical and soft skills that are essential for professional growth.
3. **Industry Insight:** Students learn about the working environment, operational procedures, and challenges faced by industries.
4. **Professional Networking:** The training offers opportunities to interact with industry professionals, which can be beneficial for career prospects.
5. **Application of Knowledge:** It allows students to apply classroom knowledge to solve practical problems, enhancing their understanding and retention of engineering concepts.

Structure of the Training Program

1. **Orientation:** Introduction to the company, its operations, and safety protocols
2. **Project Assignment:** Students are assigned specific projects or tasks relevant to their field of study.
3. **Supervision and Mentorship:** Industry professionals guide and mentor students throughout the training.
4. **Skill Development Workshops:** Sessions on technical skills, software tools, and industry best practices.
5. **Assessment and Feedback:** Performance evaluations and constructive feedback to help students improve.

Benefits for Students

1. **Enhanced Employability:** Practical experience makes students more attractive to potential employers.
2. **Confidence Building:** Working in a real-world setting boosts confidence and professional demeanor.
3. **Clarified Career Goals:** Exposure to various roles and responsibilities helps students define their career paths.

Course Outcomes

CO 1: Demonstrate proficiency in using office machinery, tools, and software.

CO 2: Able to identify, analyze, and solve problems using industry-standard methods and practices.

CO 3: Gain a comprehensive understanding of industrial processes, quality control, and safety practices.

CO 4: Exhibit improved communication, teamwork, and professional behavior in an industrial setting.

CO 5: Apply theoretical concepts learned in their coursework to practical tasks and projects.

Duties Responsibilities of the Faculty Mentor.

One faculty mentor should be assigned for every 30 students by the HOD / Principal. Faculty mentors shall play a crucial role in overseeing and guiding students during their industrial training program in Diploma engineering and technology.

Pre-Training Responsibilities:

1. Orientation and Preparation:

- Conduct orientation sessions to familiarize students with the objectives, expectations, and guidelines of the industrial training program.
- Assist students in understanding the importance of industrial training in their academic and professional development.

2. Placement Coordination:

- Collaborate with the placement cell or industry liaison office to secure suitable training placements for students that align with their academic specialization and career interests.
- Facilitate communication between the institution and host organizations to ensure smooth coordination of training arrangements.

3. Training Plan Development:

- Help students develop a detailed training plan outlining learning objectives, tasks, and expected outcomes for the training period.
- Guide students in setting SMART (Specific, Measurable, Achievable, Relevant, Timebound) goals for their training experience.

During Training Responsibilities:

4. Monitoring and Support:

- Regularly monitor the progress of students during their industrial training. Maintain communication with both students and industry supervisors to track performance and address any issues that may arise.
- Provide ongoing support and guidance to students, offering advice on technical challenges, professional conduct, and workplace etiquette.

5. Technical Guidance:

- Offer technical guidance and mentorship related to the specific engineering discipline or specialization of the students. Help them apply theoretical knowledge to practical situations encountered in the industry.

6. Problem-Solving Assistance:

- Assist students in overcoming obstacles or challenges encountered during their training. Encourage them to develop problem-solving skills and resilience in real-world engineering scenarios.

7. Feedback and Evaluation:

- Provide constructive feedback on students' performance based on reports, assessments, and observations gathered from industry supervisors.
- Evaluate students' achievements in relation to their training objectives and competencies developed during the program.

Post-Training Responsibilities:

8. Reflection and Debriefing:

- Conduct debriefing sessions with students to reflect on their training experiences, discuss lessons learned, and identify areas for further improvement.
- Help students articulate their learning outcomes and how these experiences contribute to their professional growth.

9. Documentation and Reporting:

- Ensure comprehensive documentation of students' training activities, achievements, and feedback received from industry supervisors.
- Prepare reports summarizing students' performance and submit these to relevant departments or committees for review and assessment.

10. Career Counselling:

- Provide career guidance and counseling to students based on their industrial training experiences. Assist them in leveraging these experiences for future job applications or further academic pursuits.

11. Continuous Improvement:

- Collaborate with industry partners to continuously improve the quality and relevance of the industrial training program.
- Incorporate feedback from students and industry supervisors to enhance the effectiveness of future training placements. By fulfilling these duties and responsibilities, faculty mentors contribute significantly to the overall educational experience and professional development of Diploma engineering students during their industrial training program.

Instructions to the students

Before Starting Industrial Training:

1. Orientation and Preparation:

- Attend orientation sessions conducted by the institution or faculty mentors to understand the objectives, expectations, and guidelines of the industrial training program.
- Familiarize yourself with the specific policies, procedures, and safety regulations of the host organization where you will be undergoing training.

2. Setting Goals:

- Set clear and specific goals for your industrial training period. Define what skills, knowledge, and experiences you aim to gain during this time.
- Discuss your goals with your faculty mentor and seek their guidance in developing a training plan that aligns with your career aspirations

3. Professional Attire and Conduct:

- Dress appropriately and professionally according to the standards of the industry and host organization.

- Maintain a positive attitude, demonstrate punctuality, and adhere to workplace etiquette and norms.

During Industrial Training:

4. Learning and Engagement:

- Actively engage in all assigned tasks and projects. Seek opportunities to learn new skills and technologies relevant to your field of study.
- Take initiative in asking questions, seeking clarification, and participating in discussions with supervisors and colleagues.

5. Adaptability and Flexibility:

- Adapt to the work environment and demonstrate flexibility in handling various responsibilities and challenges that arise during your training.
- Be open to different roles and tasks assigned to you, as this will broaden your experience and skill set.

6. Professionalism and Communication:

- Communicate effectively with supervisors, colleagues, and clients as required. Practice clear and concise verbal and written communication.
- Demonstrate professionalism in all interactions, respecting confidentiality, and adhering to company policies and procedures.

7. Safety and Compliance:

- Prioritize safety at all times. Familiarize yourself with safety protocols, procedures, and emergency exits in the workplace.
- Follow all safety guidelines and regulations to ensure your well-being and that of others around you.

After Completing Industrial Training:

8. Reflection and Documentation:

- Reflect on your training experience. Evaluate what you have learned, the challenges you faced, and how you have grown professionally.

- Maintain a journal or log documenting your daily activities, achievements, and lessons learned during the training period.

9. Feedback and Evaluation:

- Seek feedback from your industry supervisor and faculty mentor on your performance and areas for improvement.
- Use constructive feedback to enhance your skills and competencies for future career opportunities.

10. Career Planning:

- Use your industrial training experience to inform your career planning and decision-making process.
- Discuss your career goals and aspirations with your faculty mentor or career counselor for guidance on next steps after completing your diploma.

By following these instructions, Diploma engineering students can make the most of their industrial training experience, gain valuable insights into their chosen field, and prepare themselves effectively for future professional endeavours.

Attendance Certification

Every student has to get their attendance certified by the industrial supervisor in the prescribed form supplied to them. Students have also to put their signature on the form and submit it to the institution faculty mentor.

Training Reports

The students have to prepare reports:

The report in the form of a diary to be submitted to the concerned faculty mentor of the institution. This will be reviewed while awarding Internal assessment.

Industrial Training Diary

Students are required to maintain the record of day-to-day work done. Such a record is called Industrial training Diary. Students have to write this report regularly. All days for the week should be accounted for clearly giving attendance particulars (Presence,

absence, Leave, Holidays etc.). The concern of the Industrial supervisor is to periodically check these progress reports.

In addition to the diary, students are required to submit a comprehensive report on training with details of the organisation where the training was undergone after attestation by the supervisors. The comprehensive report should incorporate study of plant / product / process / construction along with intensive in-depth study on any one of the topics such as processes, methods, tooling, construction and equipment, highlighting aspects of quality, productivity and system. The comprehensive report should be completed in the last week of Industrial training. Any data, drawings etc. should be incorporated with the consent of the Organisation.

Scheme of Evaluation

Internal Assessment

Students should be assessed for 40 Marks by industry supervisor and polytechnic faculty mentor for the Internal Assessment.

Sl. No.	Description	Marks
1	Punctuality and regularity. (Attendance)	10
2	Level / proficiency of practical skills acquired. Initiative in learning / working at site	10
3	Ability to solve practical problems. Sense of responsibility	10
4	Self expression / communication skills. Interpersonal skills / Human Relation	5
5	Report and Presentation	5
	Total	40

Students should be assessed for 100 Marks both by the internal examiner and external examiner appointed by the Chairman Board of Examinations after the completion of industrial training.

End Semester Examination

Sl. No.	Description	Marks
1	Daily Activity Report and Attendance certificate	10
2	Comprehensive report on Internship, Relevant Internship Certificate from the concerned department	20
3	Presentation by the student at the end of the Internship	20
4	Viva Voce	10
	Total	60

III YEAR

SYLLABUS

VI SEMESTER

Semester VI

S. No.	Course Category	Course Type	Code	Course Title	L–T–P	Period	Credit	End Exam
1	Program Core	Theory	CPH601	Principles of Economics	4-0-0	60	4	Theory
2	Program Core	Practicum	CPH672	TW GTE English Senior Paper-II	0-0-4	60	2	Practical
3	Program Core	Practicum		Elective – IV	1-0-4	75	3	Practical
4	Open Elective	Internship / Survey Project / Theory		Pathway		450	10	
Total						645	19	

Note:

1. Test & Revisions - 20 Periods
2. For all semesters, the type of End Semester examination for practicum subjects is based on the higher credits towards the theory or practical component of the respective course.
3. Some of the audit courses are non-credited but compulsory courses that are a part of the program initiative and the implementation process has to be recorded.
4. 1 Credit for Projects is equivalent to 45 periods for projects/internships/fellowship
5. Electives 3&4 are considered as Open Elective provisioning the option for students to take courses from other departments also if suitable with approval from the Head of the Institution.

Elective – IV

S. No.	Course Category	Course Type	Code	Course Title	L–T–P	Period	Credit	End Exam
1	Program Elective	Practicum	CPH683	Business Correspondence	1-0-4	75	3	Practical
2	Program Elective	Practicum	CPH684	Shorthand – GTE Speed (80 WPM)	1-0-4	75	3	Practical

Open Elective (Pathway)

S. No.	Course Category	Course Type	Code	Course Title	L–T–P	Period	Credit	End Exam
A	Open Elective	Theory	CPH695	Human Resources Management	4-1-0	75	4	Theory
		Theory	CPH696	Business Law	4-1-0	75	4	Theory
		Theory	CPH697	Entrepreneurship	3-0-0	45	2	Theory
(Or)								
B	Open Elective	Internship	CPH698	In House Internship		450	10	Internship
(Or)								
C	Open Elective	Project	CPH699	Survey Project		450	10	Project

CPH601	PRINCIPLES OF ECONOMICS	L	T	P	C
Theory		4	0	0	4

Introduction

Understanding the fundamentals of economics is crucial for analyzing the dynamics of markets and making informed decisions. This course covers the definition and concepts of economics, including the contributions of Adam Smith, Alfred Marshall, and Lionel Robbins. We will explore the concepts of wealth, goods, income, value, price, market, and inflation, as well as the principles of demand and supply analysis, including the law of demand, demand schedule, and elasticity of demand. Additionally, we will delve into cost and revenue concepts, including cost functions, classifications, and revenue maximization. The course will also examine market structures and pricing, including perfect competition, monopoly, duopoly, monopolistic competition, and oligopoly, to provide a comprehensive understanding of how markets operate and how prices are determined. By the end of this course, students will have a solid grasp of economic concepts and be able to apply them to real-world scenarios.

Course Objectives:

The objectives of this course are to enable the students to:

1. **Understand the fundamentals of economics:** Students will be able to define economics, explain the concepts of wealth, goods, income, value, price, market, and inflation, and identify the key contributors to the field of economics.
2. **Analyze demand and supply:** Students will be able to explain the law of demand, create a demand schedule, and graph a demand curve, as well as analyze the causes of changes in demand and supply.
3. **Apply cost and revenue concepts:** Students will be able to identify and explain different types of costs, including fixed and variable costs, and calculate total cost and revenue. They will also be able to maximize profit and understand the relationship between average revenue and marginal revenue.

4. **Identify market structures:** Students will be able to define and explain different market structures, including perfect competition, monopoly, duopoly, monopolistic competition, and oligopoly, and identify their characteristics.
5. **Analyze pricing strategies:** Students will be able to explain how prices are determined in different market structures and analyze the pros and cons of various pricing strategies, including price leadership and price discrimination.

Course Outcomes

After successful completion of this course, the students will be able to:

C01: Economic Concepts and Analysis

Upon completion of this course, students will be able to understand and apply economic concepts, including wealth, goods, income, value, price, market, and inflation, to real-world scenarios.

C02: Demand and Supply Analysis

Students will be able to analyze demand and supply curves, identify causes of changes in demand and supply, and predict market outcomes.

C03: Market Structure and Pricing

Students will understand different market structures, including perfect competition, monopoly, duopoly, monopolistic competition, and oligopoly, and apply pricing strategies to real-world scenarios.

C04: Cost and Revenue Management

Students will comprehend cost and revenue concepts, including calculation and management of costs, revenues, and profits, and make informed decisions about pricing and production.

C05: Economic Decision Making

Students will develop skills to apply economic concepts and analysis to make informed decisions about market entry, pricing, production, and investment, and critically evaluate the implications of economic decisions.

Pre-requisite : Basic understanding of economics and business concepts

CP/PO Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
C01	3		1		2		2
C02		3	2				
C03		3	3		2	1	2
C04		3				2	
C05	3		3				3

Legend: 3-High Correlation, 2-Medium Correlation, 1-Low Correlation

Instructional Strategy

1. **Lecture and Discussion:** Use lectures to introduce key concepts and theories, followed by class discussions to clarify and apply the concepts.
2. **Graphical Analysis:** Use graphs and charts to illustrate economic concepts, such as supply and demand curves, and have students work in pairs to analyze and interpret the graphs.
3. **Case Studies:** Use real-world case studies to illustrate economic concepts, such as the impact of inflation or the effects of a monopoly, and have students work in groups to analyze and present the cases.
4. **Think-Pair-Share:** Pose questions or problems for students to discuss and solve in pairs.
5. **Problem-Solving Exercises:** Use problem-solving exercises to teach economic concepts, such as calculating elasticity of demand or determining profit maximization, and have students work individually or in pairs to complete the exercises.

Assessment Methodology

ASSESSMENT FOR THEORY PAPERS				
Assessment	Duration	Portions covered	Mark Allocation	Reduced to
CAT 1	2 Periods	UNITS I & II	30 Marks 1 Mark Questions (10) ->10 Marks 10 Mark Questions (2 out of 4) ->20 Marks	15 Marks
CAT 2	2 Periods	UNITS III & IV	30 Marks 1 Mark Questions (10) ->10 Marks 10 Mark Questions (2 out of 4) ->20 Marks	15 Marks
CAT 3 (OR)	1 Period	UNIT V	15 Marks 1 Mark Questions (5) -> 5 Marks 10 Mark Questions (1 out of 2) ->10 Marks	10 Marks
SEMINAR	During the semester	Subject / General		
Total				40 Marks

CAT 1 : Assessment test should be conducted for 30 Marks for Units I and II. The marks scored will be converted to 15 Marks.

Part A : (10 x 1= 10 Marks) - Multiple Choice Questions (MCQs), True or False questions, Match the following, Image based Multiple Choice Questions

Part B : (10 X 2 = 20 Marks) - Students are required to answer any 2 questions out of 4 questions.

CAT 2 : Assessment test should be conducted for 30 Marks for Units III and IV. The marks scored will be converted to 15 Marks.

Part A : (10 x 1= 10 Marks) - Multiple Choice Questions (MCQs), True or False questions, Match the following, Image based Multiple Choice Questions

Part B : (10 X 2 = 20 Marks) - Students are required to answer any 2 questions out of 4 questions

CAT 3 : Assessment test should be conducted for 15 Marks for Units V. The marks scored will be converted to 10 Marks.

Part A : (5 x 1= 5 Marks) - Multiple Choice Questions (MCQs), True or False questions, Match the following, Image based Multiple Choice Questions

Part B : (1 X 10 = 10 Marks) - Students are required to answer any 1 question out of 2 questions.

OR

Seminar for 10 Marks instead of CAT 3

Question Pattern

Autonomous Examination - Question Paper Pattern

Time: 2 Hrs. 30 Minutes.

Max. Marks:60

PART - A carries a total of 30 marks and will have Multiple Choice Questions (MCQs), True or False questions, Match the following, Image based Multiple Choice Questions covering all the five units.

PART- B carries a total of 30 marks and students are required to answer any 3 questions out of 6 questions. The six questions will be distributed across five units with each unit contributing at least one question and no unit can have more than two questions.

Equal Weightage should be given for all the units of the syllabus.

PART A Multiple Choice Questions (MCQs), True or False Questions, Match the following, Image based Multiple Choice Questions	30 X 1 = 30 Marks
PART B Answer any Three Questions out of 6 Questions	3 X 10 = 30 Marks
Total Marks	60 Marks

PRINCIPLES OF ECONOMICS		
Unit	Name of the Topics	Periods
I	Definition and Concepts of Economics Economics: Definition – Adam Smith – Alfred Marshall – Lionel Robbins – Concepts – Wealth – characteristics of wealth – classification of wealth – Goods – Income – Value – Price – Market – Inflation.	12
II	Demand and Supply Analysis Demand: Definition – The Law of Demand – Demand Schedule – Demand curve – Changes – Causes of changes – Joint demand and composite demand – Derived demand – Elasticity of Demand – Definition – types – Factors determining Elasticity of Demand – significance – Measurement of elasticity of demand. Supply: Definition – Law of Supply – Causes for changes in Supply – Joint Supply – Composite Supply – Elasticity of Supply.	12
III	Cost and Revenue Concepts Cost: Cost function – cost concepts and classifications – fixed cost and variable cost – total cost – short run average cost curves – long run Average cost curves. Revenue: Concepts – Average Revenue – Marginal Revenue - Relationship between AR and MR curves – maximization of profit.	12
IV	Market Structure and Pricing-I Market: Meaning – Definition – Classification – Perfect Competition – Definition – Features of Perfect Competition – Price and output determination under Perfect Competition.	12
V	Market Structure and Pricing-II Monopoly – Definition – Features – Causes – Advantages and Disadvantages – Price determination under Monopoly – Duopoly – Meaning - Definition. Monopolistic competition – Definition – Features – Price and output determination under Monopolistic competition – Oligopoly-Definition – Price leadership – Pricing under Oligopoly.	12
	Total Periods	60

Reference Books:

1. Principles of Economics- S. Sankaran ; Margham Publications.
2. Elementary Economic Theory – K. K. Dewett& J. D. Varma; S.Chand.
3. Modern Economic Theory - – K. K. Dewett; S.Chand.

Suggested List of Students Activities

1. **Case Study Analysis:** Write-ups and presentations on real-world economic scenarios.
2. **Economic Game Simulations:** Interactive games illustrating supply and demand, market structures, etc.
3. **Group Debates:** Discussions on economic policies, trade, and globalization.
4. **Problem-Solving Exercises:** Worksheets and quizzes on economic concepts and theories.
5. **Research Projects:** Papers and presentations on current economic issues and trends.
6. **Role-Playing Exercises:** Simulations of consumer, producer, and policymaker roles.

CPH672	TYPEWRITING - ENGLISH – GTE - SENIOR – PAPER II	L	T	P	C
Practicum		0	0	4	2

Introduction

The Typewriting - English - GTE - Senior - Paper II course is designed to refine students' typewriting skills in English, focusing on advanced document formatting and correspondence. This 80-hour course covers a range of official and business documents, including statements with sub-headings, official letters, semi-official letters, official proceedings, government orders, professional letters, and business letters. Through guided instruction and extensive practice, students will master complex typewriting techniques, enhance their accuracy and speed, and develop expertise in preparing professionally formatted documents. Upon completion, students will demonstrate proficiency in typewriting skills necessary for success in administrative, secretarial, and business environments.

Course Objectives

The objectives of this course are to enable the students to:

1. **Master Advanced Document Formatting:** Develop expertise in typing complex documents, including statements with sub-headings, official letters, and government orders.
2. **Enhance Typewriting Speed and Accuracy:** Increase typing speed and accuracy to meet professional standards.
3. **Develop Business Correspondence Skills:** Learn to prepare professionally formatted business letters, semi-official letters, and official proceedings.
4. **Understand Official Document Structure:** Comprehend the layout and formatting requirements for official documents, including government orders and professional letters.
5. **Develop Administrative Typing Skills:** Acquire typewriting skills necessary for administrative and secretarial roles, enabling effective communication and document preparation.

Course Outcomes

After successful completion of this course, the students will be able to:

CO1: Advanced Document Preparation

Students will be able to prepare complex documents, including statements with sub-headings, official letters, and government orders, with accuracy and speed.

CO2: Typewriting Proficiency

Students will demonstrate typing speed of at least 40 words per minute with 95% accuracy.

CO3: Business Correspondence Skills

Students will be able to prepare professionally formatted business letters, semi-official letters, and official proceedings.

CO4: Official Document Formatting

Students will understand and apply layout and formatting requirements for official documents, including government orders and professional letters.

CO5: Administrative Typing Competence

Students will demonstrate competence in typewriting skills required for administrative and secretarial roles, including document preparation and communication.

Pre-requisite : Basic typing skills and Familiarity with standard keyboard layout

CP/PO Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	1	2	2		2	2
CO2	3			3		2	2
CO3	3		2	2	1	2	2
CO4	3		2	2	1	2	2
CO5	3	1	2	2		3	3

Legend: 3-High Correlation, 2-Medium Correlation, 1-Low Correlation

Instructional Strategy

1. **Guided Typing Sessions:** Conduct regular guided typing sessions, providing students with handouts or projections of documents to practice typing accurately and efficiently.
2. **Timed Writing Exercises:** Administer timed writing exercises to improve students' typing speed and accuracy, gradually increasing time limits and complexity.
3. **Peer Review and Feedback:** Encourage students to exchange typed documents, review each other's work, and provide constructive feedback on formatting, accuracy, and speed.
4. **Audio-Visual Aids:** Utilize audio recordings, videos, or interactive software to demonstrate typing techniques, document formatting, and time management strategies.
5. **Practice Tests and Assessments:** Conduct regular practice tests and assessments to evaluate students' progress, identify areas for improvement, and adjust instruction accordingly.

Assessment Methodology

	Continuous Assessment (40 Marks)			End Semester Examination (60 Marks)
	CA1	CA2	CA3	
Mode	Skill Test I	Skill Test II	Typing Sheet Records	Practical
Duration	45 Minutes	45 Minutes	-	One hour
Exam Marks	50	50	20	60
Converted to	10	10	20	60
Marks	10	10	20	60
Tentative Schedule	6 th Week	12 th Week	13 th -14 th Week	

CA 1 and CA 2: Assessment skill test should be conducted for 50 Marks for second paper I and second paper II . The marks scored will be converted to 10 Marks.

CA 3: 20 marks are to be awarded for maintaining Typing sheet records. The marks scored should be taken for the internal assessment.

TOPICS AND ALLOCATIONS

TYPEWRITING - ENGLISH – GTE - SENIOR – PAPER II		
S. No.	Name of the Topics	Periods
1.	Statement with Sub-headings	8
2.	Official Letter (from Secretariat)	7
3.	Semi-official letter	7
4.	Official Proceedings	7
5.	Official Letter (From Govt. authority or Quasi Govt. Office)	8
6.	Government Order	7
7.	Professional Letter	8
8.	Business Letter	8
Total		60

(Note: Typewriting classes are to be conducted till the date of the Autonomous T/W Practical Examination)

Practical Examination Question Paper should be prepared for 100 Marks and Final Marks Scored be converted to 60 Marks.

A candidate will be declared to have passed the examination of the subject only if he/she has secured the prescribed minimum 30 out of 60 marks and minimum 45 marks out of 100.

Suggested List of Students Activities

1. **Typing Marathons:** Conduct in-class typing competitions to improve speed and accuracy.
2. **Document Formatting Projects:** Assign students to create professionally formatted documents (e.g., statements, letters, reports).
3. **Peer Typing Buddy System:** Pair students to practice typing and review each other's work.
4. **Speed Building Exercises:** Provide students with timed typing exercises to increase speed and accuracy.
5. **Typing Portfolio Development:** Have students maintain a portfolio of typed documents, reflecting progress and improvement throughout the course.

CPH683	BUSINESS CORRESPONDENCE	L	T	P	C
Practicum		1	0	4	3

Introduction

Effective business correspondence is the backbone of any successful organization, facilitating clear communication between stakeholders, clients, and internal teams. This comprehensive unit covers the fundamentals of business communication, encompassing various forms of correspondence, reports, and interpersonal exchanges. Spanning five modules, this course delves into the essentials of communication, employment-related correspondence, trade letters, bank correspondence, and interdepartmental communication. Through an exploration of topics such as letter writing, email etiquette, report writing, and meeting minutes, students will acquire the skills necessary to craft compelling, professional, and effective business communications, enabling them to navigate the complexities of the corporate world with confidence and precision.

Course Objectives

The objectives of this course are to enable the students to:

1. **Develop Effective Communication Skills:** To enable students to understand the principles of effective business communication and develop skills to convey ideas clearly and concisely in various business contexts.
2. **Master Business Correspondence Formats:** To familiarize students with standard business correspondence formats, including letters, reports, memos, and emails, and teach them how to craft well-structured and professional documents.
3. **Build Employment and Trade Communication Skills:** To equip students with the knowledge and skills to write effective job application letters, resumes, and trade letters, including enquiry, order, and complaint letters.
4. **Understand Interdepartmental and Bank Correspondence:** To introduce students to the principles and practices of interdepartmental communication, including office memos, notices, and minutes, as well as bank correspondence, including account management and loan applications.

5. **Apply Business Correspondence Skills in Real-World Scenarios:** To enable students to apply theoretical knowledge of business correspondence to practical, real-world situations, enhancing their ability to communicate effectively and professionally in various business settings.

Course Outcomes

After successful completion of this course, the students will be able to:

CO1: Compose effective business documents: Students will be able to craft well-structured, clear, and concise business letters, reports, memos, emails, and other correspondence that meet professional standards.

CO2 : Demonstrate understanding of communication principles: Students will understand the fundamentals of effective communication, including verbal and non-verbal cues, active listening, and conflict resolution.

CO3: Develop employability skills: Students will learn to create impactful job application letters, resumes, and cover letters, and prepare for interviews and other employment-related communication.

CO4: Apply correspondence skills in business contexts: Students will be able to apply their knowledge of business correspondence to real-world scenarios, including trade transactions, banking, and interdepartmental communication.

CO5: Exhibit professional communication etiquette: Students will demonstrate an understanding of professional communication norms, including tone, language, and formatting, and apply these skills in various business settings.

Pre-requisite: Knowledge about business

CO/PO Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3			2		3	
CO2	2	2			2		2
CO3			3	1			3
CO4	3		2			3	
CO5	3					3	2

Legend: 3-High Correlation, 2-Medium Correlation, 1-Low Correlation

Instructional Strategy

1. **Interactive Lectures:** Introduce communication principles, types, and barriers using interactive lectures and discussions.
2. **Group Discussions:** Facilitate group discussions on effective communication, active listening, and conflict resolution.
3. **Role-Playing:** Engage students in role-playing activities to practice job interviews, resume writing, and cover letter writing.
4. **Hands-on Writing Assignments:** Provide students with practical writing assignments, including job application letters, resumes, trade letters, and bank correspondence.
5. **Case Study Method:** Use real-life business scenarios to illustrate effective trade correspondence practices, encouraging students to analyze and develop solutions.
6. **Simulation Exercises:** Conduct simulation exercises to demonstrate bank correspondence procedures, such as opening accounts, loans, and overdrafts.
7. **Project-Based Learning:** Assign students a semester-long project to create a comprehensive business correspondence portfolio, applying theoretical concepts to practical scenarios, including interdepartmental communication.

Assessment Methodology

	Continuous Assessment (40 Marks)			End Semester Examination (60 Marks)
	CA1	CA2	CA3	
Mode	Written Test I (Unit I &II)	Written Test II (Unit III to V)	Observation and Records	Practical
Duration	2 Hours	2 Hours	-	2 Hours 30 Minutes
Exam Marks	50	50	20	60
Converted to	10	10	20	60
Marks	10	10	20	60
Tentative Schedule	6 th Week	12 th Week	13 th -14 th Week	

CA 1 and CA 2: Assessment written test should be conducted for 50 Marks. The marks scored will be converted to 10 Marks. Best one out of two will be considered for the internal assessment of 10 Marks.

CA1and CA2, Assessment test should be conducted for two units as below:

Part A: (4 x 5= 20 Marks)

Part B (2 X 15 = 30 Marks).

Six questions (Minimum two questions from each unit) will be asked in Part A and students should answer any four questions. Six questions (Minimum two question from each unit) will be asked in Part B and the students should answer any two questions.

CA 3: 20 marks are to be awarded for Observation 10 and Records 10. The marks scored should be taken for the internal assessment.

The exercise should be completed on the day of practice. The same shall be evaluated for 10 marks on the day or the next day of practice before commencement of next exercise. The detailed date of the practices and its evaluations should be maintained in the log book and should be submitted for the verification.

Allocation of Marks for End Semester Examinations

S. No.	Description	Marks
A	Written Test (1 EXERCISE) (The students shall be permitted to select any one exercise by lot.) (Procedure 30 Marks and Execution 20 Marks)	50
B	Viva-Voce	10
Total Marks		60

BUSINESS CORRESPONDENCE		
Unit	Name of the Topics	Periods
I	<p><u>Basics of Communication</u></p> <p>Definition of Communication –Importance of Communication Cycle – Objectives of Communication - Types of Communication – Principles of Communication – Barriers of Communication – Non-verbal Communication – Parts of a Business Letter - Foreign words and phrases used in correspondence.</p> <p>Forms of Communication- Modern forms - Fax - email - video conference - internet - websites – ChatGPT AI- Uses of the various forms of communication.</p> <p><u>Business Reports:</u></p> <p>What is a report? – The Importance of reports – Types of business reports - Features of a good report.</p>	15
II	<p><u>Employment Related Communication</u></p> <p>Job application Letters and Resumes – Introduction – Types of Application Letters – General Guidelines for writing application letters and resumes – Resume / Bio-data – Curriculum vitae.</p> <p><u>Interview Related Communication</u></p> <p>Interview Letters, References, Testimonials, Letter of appointment – Letter of Confirmation, Promotion, Retrenchment and Resignation.</p>	15
III	<p><u>Trade Letters</u></p> <p>Letter of Enquiry – Replies to Enquiry – Placing Orders – Execution of Orders – Delay in Execution of Orders - Complaints and Adjustments.</p> <p><u>Collection Letters</u></p> <p>Need and Purpose of Collection Letters – Different stages of Collection Letters - Collection Series – Reminders (First, second and final reminders)</p>	15

IV	<p><u>Bank Correspondence</u></p> <p>Letters between a bank and its customers – Opening a current account – – Stop payment – Closing an account – Asking for overdraft facilities / loan against securities – Letter from a branch to the head office recommending an overdraft – Reply from Head office sanctioning / refusing a loan or overdraft.</p> <p><u>Circular Letters</u></p> <p>What is a circular letter? Objectives of writing circular letters – Establishment of business – Opening a branch – Introducing a new product – Changing the premises – Change in price – Clearance sale - Expansion of business.</p>	15
V	<p><u>Interdepartmental Communication</u></p> <p>Introduction – Need for Office Memo and Order – Structure of an office Memo and Office Order - Memo to an employee (granting permission for higher studies, warning for being late to office, asking explanation for going on leave without permission) – Office order (transfer, suspension and termination)</p> <p><u>Notices, Circulars and Minutes Writing</u></p> <p>Definition for Agenda and Minutes - Drafting Notices, Agenda and Minutes of the business meetings – Annual General Meeting, Extraordinary General Meeting, Statutory Meeting, Autonomous Meeting etc.</p>	15
	Total Periods	75

Reference Books :

1. Essentials of Business Communication, Rajendra Pal, K. Korlahalli J.S., Sultan Chand & Sons, New Delhi
2. Business Communication, Ramesh M.S., Pattanshetti C.C., Madhumati M. Kulkarni, R Chand & Co. Publishers, New Delhi.
3. Shirley Taylor, Communication for Business, Pearson Publications, New Delhi.
4. Bovee, Thill, Schatzman, Business Communication Today - Pearson Education Private Ltd - New Delhi.
5. Penrose, Rasbery, Myers, Advanced Business Communication, Bangalore.

Annexure – I

Foreign words and phrases sometimes used in correspondence and their meanings

Foreign words and Phrase	Meaning	Foreign words and Phrase	Meaning
Addenda	List of additions	ad hoc	A body elected or appointed for a specific purpose
Apropos	With reference to	bona fide	Genuine
de facto	Actual, in reality	entrepreneur	A person who sets up business taking a great financial risk
Errata	List of errors	et cetera	and the rest
ex-officio	By virtue of a person's office/status/position	in toto	entirely / as a whole
modus operandi	A way of doing something	nota bene	note well (N.B.)
prima facie	At the first view	pro forma	denoting a standard document or form
pro rata	According to rate or proportion	quid pro quo	a favour or advantage given in return for something
résumé	A summary or curriculum vitae	sine die	Without a day being fixed
sub judice	Under judicial consideration	status quo	the existing condition
tete a tete	Private, confidential	Vide	Indicates a reference to some book or passage
vis-à-vis	In relation to, as compared with, as opposed to	viva voce	An oral examination

BUSINESS CORRESPONDENCE	
	List of Lab Exercises
1	Prepare a transcript on barriers to effective communication.
2	Draft a memo to employees on active listening skills.
3	Exercise relating to foreign words and phrases used in correspondence and their meanings (any five from annexure I)
4	Write a job application letter in response to a newspaper advertisement.
5	Prepare a resume for a position.
6	Compose a letter of recommendation for an employee.
7	Write an enquiry letter to a supplier regarding product availability.
8	Draft a Circular letter for Changing the premises.
9	Compose a letter of complaint to a manufacturer regarding a defective product.
10	Write a letter to open a current account.
11	Prepare a letter to request an overdraft facility.
12	Draft a letter to close a savings account.
13	Write a memo to employees regarding explanation for going on leave without permission.
14	Prepare an Agenda for Annual General Meeting.
15	Compose a minutes of meeting report.

Suggested List of Students Activities

1. **Debate on Communication Styles:** Divide students into groups to debate the effectiveness of different communication styles (verbal, non-verbal, written) in business settings.
2. **Business Letter Writing Competition:** Encourage students to write business letters in response to various scenarios, and select the best letters for presentation.
3. **Role-Playing Interviews:** Pair students to conduct mock job interviews, focusing on effective communication, body language, and interview etiquette.
4. **Group Presentation on Business Etiquette:** Assign groups to research and present on business etiquette in different cultures or industries.
5. **Case Study Analysis:** Provide students with real-life business scenarios and ask them to analyze communication breakdowns and suggest solutions.
6. **Business Report Writing Workshop:** Conduct a workshop where students learn to write effective business reports, including structure, format, and content.
7. **Communication Scenario Skits:** Divide students into groups to create and perform skits illustrating effective communication in various business scenarios (meetings, customer service, team collaboration).

CPH684	SHORTHAND – GTE – ENGLISH – JUNIOR – SPEED (80 WPM)	L	T	P	C
Practicum		1	0	4	3

Introduction

This intensive course is designed to equip junior stenographers with the skills to achieve exceptional speed and accuracy in English shorthand, targeting a minimum speed of 80 words per minute (wpm). Building on foundational knowledge, students will master the repeated dictation method to rapidly enhance their stenography skills. Through 75 hours of expert instruction and guided practice, students will develop muscle memory, increase productivity, and refine their techniques to efficiently capture high-speed dictations with precision. By course completion, students will possess the expertise to excel in various professional settings, including business, law, medicine, and education, where rapid and accurate transcription is essential.

Course Objectives

The objectives of this course are to enable the students to:

1. **Develop Shorthand Speed:** Achieve a minimum shorthand speed of 80 words per minute (wpm) through repeated dictation practice.
2. **Master Shorthand Symbols and Outlines:** Accurately write shorthand symbols, outlines, and phrases, demonstrating a strong foundation in shorthand principles.
3. **Improve Listening and Writing Skills:** Enhance ability to listen and transcribe dictations accurately, developing strong auditory and writing skills.
4. **Enhance Speed and Accuracy:** Increase shorthand speed while maintaining high accuracy, focusing on correct symbol formation and word grouping.
5. **Apply Shorthand Skills in Practical Situations:** Utilize shorthand skills in real-world scenarios, such as note-taking, dictation, and transcription.

Course Outcomes

After successful completion of this course, the students will be able to:

CO1: Attain Shorthand Speed

Develop shorthand skills to write at 80 words per minute (wpm) with 95% accuracy.

CO2: Master Repeated Dictation Method

Effectively utilize the repeated dictation method to enhance shorthand speed, accuracy, and control.

CO3: Transcribe Complex Texts Accurately

Accurately transcribe varied texts, including literary, journalistic, and technical materials, at 80 wpm.

CO4: Analyze and Correct Errors

Identify, analyze, and correct common shorthand errors, ensuring high-quality transcription.

CO5: Demonstrate Professional Readiness

Apply shorthand skills in professional contexts, including business, law, medicine, and education, with precision and speed.

Pre requisite: Basic knowledge of English

CO / PO Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3			3		2	2
CO2	2			3		2	2
CO3	3	2		3		2	2
CO4	2	3		2		2	2
CO5	3	2	2	2	2	3	3

Legend: 3-High Correlation, 2-Medium Correlation, 1-Low Correlation

Instructional Strategy

1. **Repetitive Dictation Method:** Utilize repeated dictation exercises to improve shorthand speed and accuracy, gradually increasing speed from 40-80 wpm.
2. **Gradual Speed Increment:** Divide the 75-hour course into phases, incrementally increasing dictation speed every 15 hours (e.g., 40-60-80 wpm).
3. **Personalized Practice:** Provide individualized practice sessions, allowing students to focus on challenging areas and reinforce newfound skills.
4. **Error Analysis and Correction:** Incorporate regular error analysis and correction sessions to refine students' shorthand skills and minimize mistakes.
5. **Timed Dictation Tests:** Conduct regular timed dictation tests to assess students' progress, identify areas for improvement, and simulate real-world transcription scenarios.

Assessment Methodology

	Continuous Assessment (40 Marks)			End Semester Examination (60 Marks)
	CA1	CA2	CA3	
Mode	Skill Test I	Skill Test II	Shorthand Observation Records	Practical
Duration	1 Hours	1 Hours	-	2 Hours
Exam Marks	50	50	20	60
Converted to	10	10	20	60
Marks	10	10	20	60
Tentative Schedule	6 th Week	12 th Week	13 th -14 th Week	

CA 1 and CA 2: Assessment skill test should be conducted for 50 Marks for two units. The marks scored will be converted to 10 Marks.

CA 3: Shorthand practice work should be kept as Observation records and 20 marks awarded for Observation Records. The marks scored should be taken for the internal assessment.

Shorthand – GTE – ENGLISH –JUNIOR – Speed (80 WPM)		
Unit	Name of the Topics	Periods
I	Speed development by repeated dictation method to reach the speed of 80 words per minute.	75
	Total Periods	75

Reference: Shorthand Magazines – Speed Writer

Note:

1. Minimum mark for Pass in this subject is 45 out of 100 Marks (GTE)
2. As this is a skill based subject and students need constant practice, classes should be conducted until the commencement of the Autonomous Practical Examinations.
3. Practical Examination Question Paper should be prepared for 100 Marks and Final Marks Scored be converted to 60 Marks.
4. A candidate will be declared to have passed the examination of the subject only if he/she has secured the prescribed minimum 30 out of 60 marks and minimum 45 marks out of 100.

SHORTHAND – ENGLISH –JUNIOR – SPEED (80 WPM) GTE
Model Practical Question Paper

Dictation: 7 Minutes

Transcription: 1.00 Hour

To take down in shorthand a Passage of Speech consisting of 400 words and a simple Official Letter or Business Letter consisting of 160 words dictated @ 80 WPM for seven minutes totaling 560 words.

VALUATION

SPECIAL INSTRUCTION TO EXAMINERS

Examiners are informed that the 10 marks allotted for shorthand performance may be given in FULL as long as the transcription is supported by the shorthand outlines.

GENERAL:

1. Mistakes should be underlined in red ink and marked as X for a full mistake and / for a half mistake.
2. In arriving at the total number of full mistakes, fraction of mistake may be ignored.
3. Out of the total marks of 100, **TEN (10) marks** are allotted for shorthand performance.
4. One mark for a Full Mistake and half a mark for Half Mistake should be reduced.
(Refer the enclosed **Ready Reckoner**).
5. Only the total marks awarded should be entered on the front page of shorthand note book.

NATURE OF MISTAKES:

FULL MISTAKE - X

1. Any unwanted addition of one word or more words in a place.
2. Every omission of a word.
3. Omission to split the matter both the passage and letter (Paragraphing).
4. Every substitution of a word.

HALF MISTAKE - /

1. Omission or addition of an article.
2. Improper use of capital and small letters.
3. The use of singular for plural and vice versa.
4. Omission of punctuation
5. Spelling mistake.
6. Every tense mistake.

Suggested List of Students Activities

1. **Daily Shorthand Practice:** Regularly practice shorthand writing for 15-30 minutes, focusing on speed, accuracy, and control.
2. **Repeated Dictation Exercises:** Complete repeated dictation exercises from textbooks, workbooks, or audio/video materials to improve speed and accuracy.
3. **Speed Building Drills:** Participate in speed-building drills, such as writing short sentences or phrases at increasing speeds.
4. **Error Analysis and Correction:** Identify, analyze, and correct common shorthand errors, developing self-assessment skills.
5. **Transcription Exercises:** Transcribe varied texts (literary, journalistic, technical) at 80 wpm to improve accuracy and speed.
6. **Peer Review and Feedback:** Exchange shorthand notebooks with peers, reviewing and providing constructive feedback on speed, accuracy, and technique.
7. **Shorthand Games and Competitions:** Engage in shorthand games, quizzes, or competitions to build speed, accuracy, and motivation.
8. **Self-Assessment and Goal Setting:** Regularly assess personal progress, setting realistic goals for speed improvement and accuracy enhancement.

CPH695	HUMAN RESOURCES MANAGEMENT	L	T	P	C
Theory		3	0	2	4

Introduction

Human Resources Management (HRM) is a vital function that focuses on the effective utilization and development of an organization's most valuable asset - its employees. HRM involves a strategic approach to managing people, encompassing various processes such as recruitment, selection, training, performance appraisal, and development. This course provides a comprehensive understanding of HRM concepts, theories, and practices, enabling students to appreciate the significance of HRM in achieving organizational goals. Through exploration of topics including human resource planning, recruitment and selection, training and development, performance management, and human resource audit, students will gain insights into the role of HRM in enhancing employee productivity, job satisfaction, and overall organizational performance. By the end of this course, students will be equipped with the knowledge and skills necessary to manage human resources effectively in diverse organizational settings.

Course Objectives

The objectives of this course are to enable the students to:

1. **Understand HRM Concepts:** Define and explain the fundamental principles, concepts, and processes of Human Resources Management.
2. **Develop Recruitment and Selection Skills:** Identify and apply effective recruitment and selection techniques to attract and retain top talent.
3. **Design Training and Development Programs:** Plan and implement training and development initiatives to enhance employee performance and organizational effectiveness.
4. **Evaluate Performance Management Systems:** Analyze and develop performance appraisal systems to measure employee performance and promote career development.
5. **Apply HRM Strategies:** Integrate HRM concepts and practices to achieve organizational goals, enhance employee relations, and contribute to overall business success.

Course Outcomes

After successful completion of this course, the students will be able to:

CO1: Human Resources Planning and Management

Upon completion of this course, students will be able to analyze organizational needs and develop strategic HR plans, aligning recruitment, selection, and training with business objectives.

CO2: Talent Acquisition and Management

Students will be able to design and implement effective recruitment and selection processes, manage talent pipelines, and develop retention strategies.

CO3: Employee Development and Performance Management

Students will understand training needs assessment, design training programs, and develop performance appraisal systems to enhance employee skills and productivity.

CO4: Employee Relations and Conflict Resolution

Students will comprehend employment laws, develop strategies for employee engagement, and manage conflicts and disputes to maintain positive employee relations.

CO5: Strategic HR Leadership

Students will develop skills to integrate HR functions with business strategy, foster organizational culture, and provide leadership in HR policy development and implementation.

Pre-requisite: Basic Knowledge of Commerce.

CP/PO Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3		3		2		3
CO2		3			2	3	
CO3	3		3	2	1		3
CO4	3	3				3	
CO5	3		3				3

Legend: 3-High Correlation, 2-Medium Correlation, 1-Low Correlation

Instructional Strategy

1. **Case Study Analysis:** Use real-life HRM scenarios to illustrate key concepts, encouraging students to analyze and develop solutions.
2. **Role-Play Exercises:** Simulate recruitment interviews, performance appraisals, and conflict resolution to develop practical skills.
3. **Group Discussions:** Assign topics (e.g., HR planning, training methods) for student-led discussions, fostering critical thinking and collaboration.
4. **Guest Lectures:** Invite HR professionals to share industry experiences, providing insights into best practices and current trends.
5. **Project-Based Learning:** Assign students a semester-long project to develop an HR plan, conduct a mock recruitment process, or design a training program, integrating course concepts.

Assessment Methodology

ASSESSMENT FOR THEORY PAPERS				
Assessment	Duration	Portions covered	Mark Allocation	Reduced to
CAT 1	2 Periods	UNITS I & II	30 Marks 1 Mark Questions (10) ->10 Marks 10 Mark Questions (2 out of 4) ->20 Marks	15 Marks
CAT 2	2 Periods	UNITS III & IV	30 Marks 1 Mark Questions (10) ->10 Marks 10 Mark Questions (2 out of 4) ->20 Marks	15 Marks
CAT 3 (OR)	1 Period	UNIT V	15 Marks 1 Mark Questions (5) -> 5 Marks 10 Mark Questions (1out of 2) ->10 Marks	10 Marks
SEMINAR	During the semester	Subject / General		
Total				40 Marks

CAT 1 : Assessment test should be conducted for 30 Marks for Units I and II. The marks scored will be converted to 15 Marks.

Part A : (10 x 1= 10 Marks) - Multiple Choice Questions (MCQs), True or False questions, Match the following, Image based Multiple Choice Questions

Part B : (10 X 2 = 20 Marks) - Students are required to answer any 2 questions out of 4 questions.

CAT 2 : Assessment test should be conducted for 30 Marks for Units III and IV. The marks scored will be converted to 15 Marks.

Part A : (10 x 1= 10 Marks) - Multiple Choice Questions (MCQs), True or False questions, Match the following, Image based Multiple Choice Questions

Part B : (10 X 2 = 20 Marks) - Students are required to answer any 2 questions out of 4 questions

CAT 3 : Assessment test should be conducted for 15 Marks for Units V. The marks scored will be converted to 10 Marks.

Part A : (5 x 1= 5 Marks) - Multiple Choice Questions (MCQs), True or False questions, Match the following, Image based Multiple Choice Questions

Part B : (1 X 10 = 10 Marks) - Students are required to answer any 1 question out of 2 questions.

OR

Seminar for 10 Marks instead of CAT 3

Question Pattern

Autonomous Examination - Question Paper Pattern

Time: 2 Hrs. 30 Minutes.

Max. Marks:60

PART - A carries a total of 30 marks and will have Multiple Choice Questions (MCQs), True or False questions, Match the following, Image based Multiple Choice Questions covering all the five units.

PART- B carries a total of 30 marks and students are required to answer any 3 questions out of 6 questions. The six questions will be distributed across five units with each unit contributing at least one question and no unit can have more than two questions.

Equal Weightage should be given for all the units of the syllabus.

PART A Multiple Choice Questions (MCQs), True or False Questions, Match the following, Image based Multiple Choice Questions	30 X 1 = 30 Marks
PART B Answer any Three Questions out of 6 Questions	3 X 10 = 30 Marks
Total Marks	60 Marks

	HUMAN RESOURCES MANAGEMENT	
Unit	Name of the Topics	Periods
I	Introduction of Human Resources Management - Definition of HRM -Features and Process of HRM- Differences between Personnel Management- Human Resource Planning	15
II	Recruitment and Selection Recruitment - Selection - Methods of Selection - Uses of various Tests - Interview techniques in Selection and Placement.	15
III	Training -Meaning - Induction - Methods - Techniques - Identification of the Training needs - Training and Development	15
IV	Performance appraisal -Transfer - Promotion and Termination of services - Career Development.	15
V	Human Resource Audit - Human Resource Audit - Nature - Benefits - Scope - Approaches	15
	Total Periods	75

Reference Books :

1. Rao, V S P, Human Resource Management, Excel Books
2. Ashwathappa, Human Resource Management, Himalaya Publishing House
3. Garry Deseler, Human Resource Management, Prentice Hall
4. Prasad, L M, Human Resource Management, Sultan Chand & Sons
5. Tripathi, Human Resource Management, Prentice Hall
6. 6. Sundar & Srinivasan, Essentials of Human Resource Management, Vijay Nicole Imprints Pvt. Ltd. Chennai

E-Resources :

1. www.whatishumanresource.com
2. www.managementstudyguide.com
3. www.humanresources.about.com
4. www.managementhelp.org

Suggested List of Students Activities

1. **HRM Case Study Presentation:** Analyze and present real-life HRM scenarios.
2. **Mock Recruitment Interview:** Conduct simulated interviews to practice recruitment and selection techniques.
3. **Training Program Design:** Develop a training program for a chosen organization.
4. **Performance Appraisal Role-Play:** Practice conducting performance appraisals.
5. **HR Audit Project:** Conduct a mock HR audit for a small organization.

CPH696	BUSINESS LAW	L	T	P	C
Theory		3	0	2	4

Introduction

The Indian Contract Act is a comprehensive legislation that governs the formation, performance, and discharge of contracts in India. A contract is an agreement between two or more parties that is enforceable by law, and its formation is a critical aspect of business and commercial transactions. The act outlines the essential elements of a valid contract, including offer, acceptance, consideration, capacity of parties, free consent, legality of object, and performance. Additionally, it covers the classification of contracts, quasi-contracts, and the discharge of contracts, as well as the remedies available for breach of contract. The Sale of Goods Act is also an important aspect of contract law, regulating the sale and purchase of goods, and outlining the rights and responsibilities of buyers and sellers. Understanding these concepts is crucial for anyone involved in business, trade, or commerce, as it helps to ensure that agreements are legally binding and enforceable.

Course Objectives

The objectives of this course are to enable the students to:

1. **Understand the Formation of Contracts:** Students will be able to explain the essential elements of a valid contract, including offer, acceptance, consideration, capacity of parties, free consent, and legality of object.
2. **Analyze the Performance of Contracts:** Students will be able to describe the different modes of contract performance, including actual performance, attempted performance, and tender, as well as the discharge of contracts and remedies available for breach of contract.
3. **Identify and Explain Quasi-Contracts:** Students will be able to define and explain quasi-contracts, including their essentials and implications in business transactions.
4. **Apply the Sale of Goods Act:** Students will be able to apply the provisions of the Sale of Goods Act to real-world scenarios, including the contract of sale, conditions and warranties, caveat emptor, and the rights of buyers and sellers.

5. **Develop Critical Thinking and Problem-Solving Skills:** Students will be able to analyze case studies and scenarios related to contract law, identify legal issues, and provide logical and reasonable solutions.

Course Outcomes

After successful completion of this course, the students will be able to:

CO1: Contract Law Foundations

Upon completion of this course, students will be able to explain the fundamental concepts of contract law, including the formation, performance, and discharge of contracts.

CO2: Contract Analysis and Application

Students will be able to analyze complex contract-related scenarios, identify legal issues, and apply legal concepts and principles to resolve them.

CO3: Contract Drafting and Negotiation

Students will understand the principles of contract drafting and negotiation, including the use of clear and concise language, and the importance of clarity and precision in contract formation.

CO4: Contract Administration and Dispute Resolution

Students will comprehend the importance of contract administration, including data management, and dispute resolution techniques, such as mediation and arbitration.

CO5: Contract Management and Strategy

Students will develop skills to design and implement contract management strategies, integrating contract law principles with business practices, and applying contract solutions to real-world problems.

Pre-requisite : Basic understanding of business and commerce

CP/PO Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
C01	3				2		2
C02	3	3	2			2	
C03			3		2		2
C04	3	3			3		2
C05	3		3		2		

Legend: 3-High Correlation, 2-Medium Correlation, 1-Low Correlation

Instructional Strategy

1. **Lecture and Discussion:** Use lectures to introduce key concepts and principles, followed by class discussions to clarify and apply the concepts.
2. **Case Studies:** Use real-world case studies to illustrate the formation of contracts, including offer, acceptance, consideration, capacity of parties, and legality of object.
3. **Role-Playing:** Assign students roles in a simulated contract negotiation scenario, such as offeror and offeree, to practice the formation of contracts.
4. **Group Activities:** Divide students into groups to analyze and present on different types of contracts, such as valid contracts, void agreements, and unlawful agreements.
5. **Problem-Solving Exercises:** Provide students with problem-solving exercises to practice applying the concepts and principles of contract formation, such as determining whether a contract has been formed or identifying the elements of a valid contract.

Assessment Methodology

ASSESSMENT FOR THEORY PAPERS				
Assessment	Duration	Portions covered	Mark Allocation	Reduced to
CAT 1	2 Periods	UNITS I & II	30 Marks 1 Mark Questions (10) ->10 Marks 10 Mark Questions (2 out of 4) ->20 Marks	15 Marks
CAT 2	2 Periods	UNITS III & IV	30 Marks 1 Mark Questions (10) ->10 Marks 10 Mark Questions (2 out of 4) ->20 Marks	15 Marks
CAT 3 (OR)	1 Period	UNIT V	15 Marks 1 Mark Questions (5) -> 5 Marks 10 Mark Questions (1out of 2) ->10 Marks	10 Marks
SEMINAR	During the semester	Subject / General		
Total				40 Marks

CAT 1 : Assessment test should be conducted for 30 Marks for Units I and II. The marks scored will be converted to 15 Marks.

Part A : (10 x 1= 10 Marks) - Multiple Choice Questions (MCQs), True or False questions, Match the following, Image based Multiple Choice Questions

Part B : (10 X 2 = 20 Marks) - Students are required to answer any 2 questions out of 4 questions.

CAT 2 : Assessment test should be conducted for 30 Marks for Units III and IV. The marks scored will be converted to 15 Marks.

Part A : (10 x 1= 10 Marks) - Multiple Choice Questions (MCQs), True or False questions, Match the following, Image based Multiple Choice Questions

Part B : (10 X 2 = 20 Marks) - Students are required to answer any 2 questions out of 4 questions

CAT 3 : Assessment test should be conducted for 15 Marks for Units V. The marks scored will be converted to 10 Marks.

Part A : (5 x 1= 5 Marks) - Multiple Choice Questions (MCQs), True or False questions, Match the following, Image based Multiple Choice Questions

Part B : (1 X 10 = 10 Marks) - Students are required to answer any 1 question out of 2 questions.

OR

Seminar for 10 Marks instead of CAT 3

Question Pattern

Autonomous Examination - Question Paper Pattern

Time: 2 Hrs. 30 Minutes.

Max. Marks:60

PART - A carries a total of 30 marks and will have Multiple Choice Questions (MCQs), True or False questions, Match the following, Image based Multiple Choice Questions covering all the five units.

PART- B carries a total of 30 marks and students are required to answer any 3 questions out of 6 questions. The six questions will be distributed across five units with each unit contributing at least one question and no unit can have more than two questions.

Equal Weightage should be given for all the units of the syllabus.

PART A Multiple Choice Questions (MCQs), True or False Questions, Match the following, Image based Multiple Choice Questions	30 X 1 = 30 Marks
PART B Answer any Three Questions out of 6 Questions	3 X 10 = 30 Marks
Total Marks	60 Marks

	BUSINESS LAW	
Unit	Name of the Topics	Periods
I	Formation of Contract Indian Contract Act - Formation - Nature and Elements of Contract - Classification of Contracts - Contract Vs Agreement	15
II	Offer, Acceptance and Consideration Offer Definition - Forms of Offer - Requirements of a Valid Offer. Acceptance - Meaning - Legal rules as to a Valid Acceptance. Consideration - Definition - Types - Essentials	15
III	Other Elements of Valid Contract Capacity of Parties - Definition - Persons Competent to contract. Free consent - Coercion - Undue Influence - Fraud - Misrepresentation - Mistake. Legality of object - Void agreements - Unlawful Agreements.	15
IV	Performance of Contract Performance of Contracts -Actual Performance -Attempted Performance - Tender. Quasi Contract - Definition and Essentials. Discharge of Contract - Modes of Discharge - Breach of Contract - Remedies available for Breach of Contract	15
V	Sale of Goods Act Sale - Contract of Sale - Sale Vs Agreement to Sell - Meaning of Goods - Conditions and Warranty - Caveat Emptor - Exceptions of Caveat Emptor - Buyer and Seller of Goods - Unpaid Seller - Definition - Rights of an Unpaid Seller.	15
	Total Periods	75

Reference Books:

1. Balachandran. V & Thothadri.S, Business Law, Vijay Nicole Imprints Pvt. Ltd. Chennai
2. Kapoor, N.D. Business Laws, Sultan Chand and Sons
3. Sreenivasan, M.R. Business Laws, Margam Publications.
4. Pillai, R.S.N. & Chand, S, Business Law, S Chand & Co, Delhi
5. Shukla, M.C, Business Law, S. Chand & Co.

E-Resources :

www.cramerz.com

www.digitalbusinesslawgroup.com

<http://swcu.libguides.com/buslaw>

<http://libguides.slu.edu/businesslaw>

Suggested List of Students Activities

1. **Contract Drafting Exercise:** Create a comprehensive contract incorporating essential elements, offer, acceptance, consideration, capacity, free consent, and legality of object.
2. **Case Study Analysis:** Analyze real-life contract disputes or business law cases, identifying relevant legal principles and potential solutions.
3. **Mock Trial Presentation:** Conduct a mock trial on a contract-related dispute, demonstrating understanding of contract performance, breach, and remedies.
4. **Group Discussion Debates:** Participate in debates on selected business law topics, such as Caveat Emptor, quasi-contracts, and breach of contract remedies.
5. **Research Project:** Research and present a comprehensive report on a selected business law topic, including recent judicial precedents and industry applications.

CPH697	ENTREPRENEURSHIP	L	T	P	C
Theory		2	0	1	2

Introduction

This course introduces students to the world of entrepreneurship, covering the concept, types, and qualities of entrepreneurs, as well as the factors that influence entrepreneurship. Students will learn about the various entrepreneurial development agencies, including commercial banks, government institutions, and financial organizations that support small and medium enterprises. The course also covers project management, including business idea generation, feasibility studies, and project report preparation. Additionally, students will explore entrepreneurial development programs, women entrepreneurship, and the challenges and opportunities faced by women entrepreneurs. Finally, the course will delve into the role of government initiatives such as Start Up TN and Start Up India in promoting entrepreneurship. Through this comprehensive course, students will gain a deep understanding of the entrepreneurial ecosystem and be equipped with the knowledge and skills to succeed as entrepreneurs.

Course Objectives

The objectives of this course are to enable the students to:

1. **Understand the Concept of Entrepreneurship:** Students will be able to define entrepreneurship, identify its types, and recognize the qualities and characteristics of successful entrepreneurs.
2. **Identify Business Opportunities:** Students will be able to generate business ideas, conduct feasibility studies, and assess the potential of new venture ideas.
3. **Develop Project Management Skills:** Students will be able to prepare project reports, conduct market research, and develop financial projections for new ventures.

4. **Understand Entrepreneurial Development Programs:** Students will be able to explain the role of government and other agencies in promoting entrepreneurship, and evaluate the effectiveness of entrepreneurial development programs.
5. **Promote Women Entrepreneurship:** Students will be able to discuss the challenges faced by women entrepreneurs, identify opportunities for women's entrepreneurship, and develop strategies for supporting and empowering women entrepreneurs.

Course Outcomes

After successful completion of this course, the students will be able to:

C01: Define and explain the concept of entrepreneurship, its types, qualities, and classification, and analyze the factors influencing entrepreneurship.

C02: Identify and describe the roles of various entrepreneurial development agencies and financial institutions supporting small and medium enterprises.

C03: Develop skills in project management, including business idea generation, feasibility studies, and project report preparation.

C04: Understand and evaluate entrepreneurial development programs and their role in fostering entrepreneurship.

C05: Analyze the challenges and opportunities faced by women entrepreneurs and understand the initiatives supporting women entrepreneurship.

Pre-requisite : Basic Knowledge about business.

CP/PO Mapping

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3		1		2		2
CO2	3	2			3		
CO3	3		3	1	2	3	3
CO4		2			2		3
CO5	2	2			3		3

Legend: 3-High Correlation, 2-Medium Correlation, 1-Low Correlation

Instructional Strategy

1. Real-Life Case Studies

Real-life case studies are an effective way to develop critical thinking and problem-solving skills in entrepreneurship students. By assigning students a real-life case study, instructors can encourage them to analyze the challenges and successes of existing entrepreneurial ventures.

2. Entrepreneurship Projects

Assigning projects that simulate entrepreneurial experiences is an excellent way to develop practical skills in students. By dividing students into teams and assigning projects such as business plan development, marketing strategy creation, or product design, instructors can mimic the challenges and opportunities faced by real entrepreneurs.

3. Interactive Lectures

Interactive lectures promote active learning and collaboration in entrepreneurship education. Instructors can use the flipped classroom approach, incorporating group discussions, debates, and brainstorming sessions. Multimedia resources such as videos, podcasts, and interactive simulations can enhance student engagement.

4. Simulation-Based Learning

Simulation-based learning is a powerful tool for developing decision-making and risk-taking skills in entrepreneurship students. By utilizing entrepreneurship simulation games, instructors can recreate real-world entrepreneurial scenarios, allowing students to experiment and learn in a safe environment.

5. Industry Expert Interactions

Interactions with entrepreneurs and industry experts provide invaluable real-world insights for entrepreneurship students. Guest lectures, field trips to entrepreneurial ventures, and networking opportunities facilitate direct engagement with practitioners.

Assessment Methodology

ASSESSMENT FOR THEORY PAPERS				
Assessment	Duration	Portions covered	Mark Allocation	Reduced to
CAT 1	2 Periods	UNITS I & II	30 Marks 1 Mark Questions (10) -> 10 Marks 10 Mark Questions (2 out of 4) -> 20 Marks	15 Marks
CAT 2	2 Periods	UNITS III & IV	30 Marks 1 Mark Questions (10) -> 10 Marks 10 Mark Questions (2 out of 4) -> 20 Marks	15 Marks
CAT 3 (OR)	1 Period	UNIT V	15 Marks 1 Mark Questions (5) -> 5 Marks 10 Mark Questions (1 out of 2) -> 10 Marks	10 Marks
SEMINAR	During the semester	Subject / General		
Total				40 Marks

CAT 1 : Assessment test should be conducted for 30 Marks for Units I and II. The marks scored will be converted to 15 Marks.

Part A : (10 x 1= 10 Marks) - Multiple Choice Questions (MCQs), True or False questions, Match the following, Image based Multiple Choice Questions

Part B : (10 X 2 = 20 Marks) - Students are required to answer any 2 questions out of 4 questions.

CAT 2 : Assessment test should be conducted for 30 Marks for Units III and IV. The marks scored will be converted to 15 Marks.

Part A : (10 x 1= 10 Marks) - Multiple Choice Questions (MCQs), True or False questions, Match the following, Image based Multiple Choice Questions

Part B : (10 X 2 = 20 Marks) - Students are required to answer any 2 questions out of 4 questions

CAT 3 : Assessment test should be conducted for 15 Marks for Units V. The marks scored will be converted to 10 Marks.

Part A : (5 x 1= 5 Marks) - Multiple Choice Questions (MCQs), True or False questions, Match the following, Image based Multiple Choice Questions

Part B : (1 X 10 = 10 Marks) - Students are required to answer any 1 question out of 2 questions.

OR

Seminar for 10 Marks instead of CAT 3

Question Pattern

Autonomous Examination - Question Paper Pattern

Time: 2 Hrs. 30 Minutes.

Max. Marks:60

PART - A carries a total of 30 marks and will have Multiple Choice Questions (MCQs), True or False questions, Match the following, Image based Multiple Choice Questions covering all the five units.

PART- B carries a total of 30 marks and students are required to answer any 3 questions out of 6 questions. The six questions will be distributed across five units with each unit contributing at least one question and no unit can have more than two questions.

Equal Weightage should be given for all the units of the syllabus.

PART A Multiple Choice Questions (MCQs), True or False Questions, Match the following, Image based Multiple Choice Questions	30 X 1 = 30 Marks
PART B Answer any Three Questions out of 6 Questions	3 X 10 = 30 Marks
Total Marks	60 Marks

ENTREPRENEURSHIP		
Unit	Name of the Topics	Periods
I	Concept of Entrepreneurship Entrepreneurship - Meaning - Types - Qualities of an Entrepreneur - Classification of Entrepreneurs- Factors influencing Entrepreneurship - Functions of Entrepreneurs.	9
II	Entrepreneurial Development Agencies. Commercial Banks - District Industries Centre - National Small Industries Corporation - Small Industries Development Organisation - Small Industries Service Institute. All India Financial Institutions. SIPCOT and its objectives. MSME Sector and its coverage- Objectives of Ministry of MSME. Role and Functions of MICRO Small and Medium Enterprises . Introduction to Micro Units Development Refinance Agency (MUDRA).	9
III	Project Management Business idea generation techniques -Identification of Business opportunities-Feasibility study Marketing, Finance, Technology& Legal Formalities- Preparation of Project Report - Tools of Appraisal	9
IV	Entrepreneurial Development Programmes Entrepreneurial Development Programmes (EDP) -Role, relevance and achievements - Role of Government in organizing EDPs-Critical evaluation.	9
V	Women Entrepreneurship Development of Women Entrepreneurship- Role of Women entrepreneurs-Problems of Women entrepreneurs and Remedies-Self-help groups and empowerment of Women in India - Financing SHG and their role in Micro-financing- Start Up TN- Start Up India	9
	Total Periods	45

Reference Books:

1. Saravanavel, P. Entrepreneurial Development, Principles, Policies and Programmes, Ess Pee Kay Publishing House - 1997, Chennai.
2. Tulsian, P.C & Vishal Pandey, Business Organization and Management, Pearson Education India, 2002, Delhi.
3. Janakiram, B, and Rizwana, M, Entrepreneurship Development, Text and Cases, Excel Books India, 2011, Delhi.
4. Arun Mittal & Gupta, S.L - Entrepreneurship Development, International Book House Pvt. Ltd, 2011, Mumbai.
5. Anil Kumar, S, Poornima, S, Abraham, K, Jayashree, K - Entrepreneurship Development, New age International (P) Ltd, 2012, Delhi
6. Gupta C B and Srinivasan NP, Entrepreneurial Development, Sultan Chand & Sons

E-resources:

1. <http://inventors.about.com/od/entrepreneur/>
2. <http://learnthat.com/tag/entrepreneurship/>
3. www.managementstudyguide.com
4. www.quintcareers.com
5. www.entrepreneur.com

Suggested List of Students Activities

1. Entrepreneurship Quiz and Debate: Research and discuss entrepreneurial concepts.
2. Business Idea Generation Competition: Pitch innovative business ideas.
3. Case Study Presentation: Analyze successful entrepreneurs/startups.
4. Entrepreneurial Plan Development: Create business plans/project proposals.
5. Role-Play: Investor Pitch: Pitch business ideas to mock investors.

CPH698	IN HOUSE INTERSHIP	L	T	P	C
Internship		0	0	450	10

Introduction

Internships in educational institutions are designed to provide students with practical experience in their field of study and to bridge the gap between academic knowledge and professional practice.

Objectives

After completing Internship, Interns will be able to,

- Apply the theoretical knowledge and skill during performance of the tasks assigned in internship.
- Demonstrate soft skills such as time management, positive attitude and communication skills during performance of the tasks assigned in internship.
- Document the Use case on the assigned Task.
- Enable interns to apply theoretical knowledge gained in the classroom to real-world practical applications.
- Provide hands-on experience in the industrial practices.
- Develop essential skills such as communication, organization, teamwork, and problem-solving.
- Enhance specific skills related to the intern's area of focus.
- Offer a realistic understanding of the daily operations and responsibilities.
- Provide opportunities to work under the guidance of experienced supervisors and administrators.
- Allow interns to explore different career paths.
- Help interns make informed decisions about their future career goals based on first hand experience.
- Facilitate the establishment of professional relationships with supervisor, administrators, and other professionals in the field.
- Provide access to a network of contacts that can be beneficial for future job opportunities and professional growth.

- Foster personal growth by challenging interns to step out of their comfort zones and take on new responsibilities.
- Build confidence and self-efficacy through successful completion of internship tasks and projects.
- Give insight into the policies, regulations, and administrative practices.
- Allow interns to observe and understand the implementation of standards and policies in practice.
- Provide opportunities for constructive feedback from supervisors and mentors, aiding in the intern's professional development.
- Enable self-assessment and reflection on strengths, areas for improvement, and career aspirations.
- Encourage sensitivity to the needs and backgrounds of different groups, promoting inclusive and equitable industrial practices

Course Outcomes

CO 1: Demonstrate improved skills.

CO 2: Exhibit increased professional behavior.

CO 3: Apply theoretical knowledge and principles in real-world practices.

CO 4: Develop and utilize assessment tools to evaluate the learning and practices.

CO 5: Engage in reflective practice to continually improve their learning and professional growth.

Facilitating the Interns by an Internship Provider.

- Orient intern in the new workplace. Give interns an overview of the organization, Explain the intern's duties and introduce him or her to co-workers.
- Develop an internship job description with clear deliverables and timeline.
- Allow the interns in meetings and provide information, resources, and opportunities for professional development.
- The interns have never done this kind of work before, they want to know that their work is measuring up to organizational expectations, hence provide professional guidance and mentoring to the intern.

- Daily progress report of Intern is to be evaluated by industry supervisor. Examine what the intern has produced and make suggestions. Weekly supervision meetings can help to monitor the intern's work.

Duties Responsibilities of the Faculty Mentor

- To facilitate the placement of students for the internship
- To liaison between the college and the internship provider
- To assist the Industrial Training Supervisor during assessment

Instructions to the Interns

- Students shall report to the internship provider on the 1st day as per the internship schedule.
- Intern is expected to learn about the organization, its structure, product range, market performance, working philosophy etc.
- The interns shall work on live projects assigned by the internship provider.
- The Intern shall record all the activities in the daily log book and get the signature of the concerned training supervisor.
- Intern shall have 100% attendance during internship programme. In case of unavoidable circumstances students may avail leave with prior permission from the concerned training supervisor of the respective internship provider. However, the maximum leave permitted during internship shall be as per company norms where they are working and intern shall report the leave sanctioned details to their college faculty mentor.
- The interns shall abide all the Rules and Regulations of internship provider.
- Intern shall follow all the safety Regulations of internship provider.
- On completion of the internship, the intern shall report to the college and submit the internship certificate mentioning duration of internship, evaluation of interns by internship provider, Student's Diary and Comprehensive Training Report.

Attendance Certification

Every month students have to get their attendance certified by the industrial supervisor in the prescribed form supplied to them. Students have also to put their signature on the form and submit it to the institution supervisor. Regularity in attendance and submission of report will be duly considered while awarding the Internal Assessment mark.

Training Reports

The students have to prepare two types of reports: Weekly report in the form of diary to be submitted to the concerned staff in-charge of the institution. This will be reviewed while awarding Internal

Industrial Training Diary

Students are required to maintain the record of day-to-day work done. Such a record is called Industrial training Diary. Students have to write this report regularly. All days for the week should be accounted for clearly giving attendance particulars (Presence, absence, Leave, Holidays etc.). The concern of the Industrial supervisor is to periodically check these progress reports.

Comprehensive Training Report

In addition to the diary, students are required to submit a comprehensive report on training with details of the organisation where the training was undergone after attestation by the supervisors. The comprehensive report should incorporate study of plant/product/process/construction along with intensive in-depth study on any one of the topics such as processes, methods, tooling, construction and equipment, highlighting aspects of quality, productivity and system. The comprehensive report should be completed in the last week of Industrial training.

Any data, drawings etc. should be incorporated with the consent of the Organisation.

Scheme of Evaluation

Internal Assessment

Students should be assessed for 50 Marks by industry supervisor and polytechnic faculty mentor during 3rd Month and 5th Month. The total marks (50 + 50) scored shall be converted to 40 marks for the Internal Assessment.

Sl. No.	Description	Marks
A	Punctuality and regularity. (Attendance)	10
B	Level / proficiency of practical skills acquired. Initiative in learning / working at site	10
C	Ability to solve practical problems. Sense of responsibility	
D	Self expression / communication skills. Interpersonal skills / Human Relation.	10
E	Report and Presentation.	10
Total		50

End Semester Autonomous Examination - Project Exam

Students should be assessed for 60 Marks both by the internal examiner and external examiner appointed by the Chairman Autonomous Examinations after the completion of internship period (June - May). The marks scored will be converted to 60 marks for the End Semester Examination.

Sl. No.	Description	Marks
A	Daily Activity Report.	10
B	Comprehensive report on Internship, Relevant Internship Certificate from the concerned department.	20
C	Presentation by the student at the end of the Internship.	20
D	Viva Voce	10
Total		60

CPH699	SURVEY PROJECT	L	T	P	C
Project		0	0	450	10

Introduction

Every student must do one major project in the Final year of their program. Students can do their major project in Industry or R&D Lab or in-house or a combination of any two for the partial fulfillment for the award of Diploma in Engineering.

For the project works, the Department will constitute a three-member faculty committee to monitor the progress of the project and conduct reviews regularly.

If the projects are done in-house, the students must obtain the bonafide certificate for project work from the Project supervisor and Head of the Department, at the end of the semester.

Students who have not obtained the bonafide certificate are not permitted to appear for the Project Viva Voce examination.

For the projects carried out in Industry, the students must submit a separate certificate from Industry apart from the regular bonafide certificate mentioned above.

For Industry related projects there must be one internal faculty advisor / Supervisor from Industry (External), this is in addition to the regular faculty supervision.

The final examination for project work will be evaluated based on the final report submitted by the project group of not exceeding Six students, and the viva voce by an external examiner.

Objectives

Academic project work plays a crucial role in the education of Diploma in Engineering students, as it helps them apply theoretical knowledge to practical situations and prepares them for real-world engineering challenges.

Integration of Knowledge: Consolidate and integrate theoretical knowledge acquired in coursework to solve practical engineering problems.

Skill Development: Enhance technical skills related to the specific field of engineering through hands-on experience and application.

Problem-Solving Abilities: Develop critical thinking and problem-solving abilities by addressing complex engineering issues within a defined scope.

Project Management: Gain experience in project planning, execution, and management, including setting objectives, timelines, and resource allocation.

Teamwork and Collaboration: Foster teamwork and collaboration by working in multidisciplinary teams to achieve project goals and objectives.

Research Skills: Acquire research skills by conducting literature reviews, gathering relevant data, and applying research methodologies to investigate engineering problems.

Innovation and Creativity: Encourage innovation and creativity in proposing and developing engineering solutions that may be novel or improve upon existing methods.

Communication Skills: Improve communication skills, both oral and written, by presenting project findings, writing technical reports, and effectively conveying ideas to stakeholders.

Ethical Considerations: Consider ethical implications related to engineering practices, including safety, environmental impact, and societal concerns.

Professional Development: Prepare for future professional roles by demonstrating professionalism, initiative, and responsibility throughout the project lifecycle.

Course Outcomes

CO 1: Demonstrate the ability to apply theoretical concepts and principles learned in coursework to solve practical engineering problems encountered during the project.

CO 2: Develop and enhance technical skills specific to the field of engineering relevant to the project, such as design, analysis, simulation, construction, testing, and implementation.

CO 3: Apply critical thinking and problem-solving skills to identify, analyze, and propose solutions to engineering challenges encountered throughout the project lifecycle.

CO 4: Acquire project management skills by effectively planning, organizing, and executing project tasks within defined timelines and resource constraints.

CO 5: Improve communication skills through the preparation and delivery of project reports, presentations, and documentation that effectively convey technical information to stakeholders.

Important points to consider to select the Survey project.

- Selecting a project work in Diploma Engineering and Technology is a significant decision that can greatly influence your learning experience and future career prospects.
- Choose a project that aligns with your career aspirations and interests within the field of commercial practice. Consider how the project can contribute to your professional development and future opportunities.
- Ensure the project aligns with your coursework and specialization within the Diploma program. It should complement and build upon the knowledge and skills you have acquired in your studies.
- Evaluate the scope of the project to ensure it is manageable within the given timeframe, resources, and constraints. Avoid projects that are overly ambitious or impractical to complete effectively.
- Assess the availability of resources needed to conduct the project, such as equipment, materials, laboratory facilities, and access to relevant software or tools. Lack of resources can hinder project progress.
- Select a project that genuinely interests and motivates you. A project that captures your curiosity and passion will keep you engaged and committed throughout the project duration.
- Consider the availability and expertise of faculty advisors or industry mentors who can provide guidance and support throughout the project. Effective mentorship is crucial for success.

- Clearly define the learning objectives and expected outcomes of the project. Ensure that the project will help you achieve specific learning goals related to technical skills, problem-solving, and professional development.
- Look for opportunities to propose innovative solutions or explore new methodologies within your project. Projects that encourage creativity can set you apart and enhance your learning experience. Consider ethical implications related to the project, such as safety protocols, environmental impact, and compliance with ethical guidelines in research and engineering practices.
- Evaluate whether the project offers opportunities for collaboration with peers, experts from other disciplines, or industry partners. Interdisciplinary projects can broaden your perspective and enhance your teamwork skills.
- Consider the potential impact of your project on society or the engineering community. Projects that address significant challenges or contribute to social good can be highly fulfilling and make a meaningful difference.

By carefully considering these points, Diploma Engineering students can make informed decisions when selecting project work that not only enhances their academic learning but also prepares them for successful careers in engineering.

Duties Responsibilities of the internal faculty advisor.

Each group should have an internal faculty advisor assigned by the HOD/Principal.

- The survey project should be approved by the project monitoring committee constituted by the Chairman Board of Examinations.
- The survey project should be selected in the fifth semester itself. Each survey project shall have a maximum of six students in the project group.
- Provide comprehensive academic advising to help in the selection of appropriate survey project that align with their interests and career goals.
- Offer expertise and feedback to ensure rigorous methodology, innovative approaches, and meaningful contributions to the field.
- Assist in developing technical and professional skills through hands-on projects, laboratory work, and practical applications of theoretical knowledge.
- Provide personal mentorship, fostering a supportive relationship that encourages growth, resilience, and a positive academic experience.

- Facilitate connections between students and industry professionals, alumni, and other relevant networks to enhance their professional opportunities and industry exposure.
- Ensure students have access to necessary resources, including research materials, lab equipment, software, and academic literature.
- Regularly monitor and evaluate the progress of the survey project, providing constructive feedback and guidance to help them stay on track and achieve their goals.
- Instill and uphold high ethical and professional standards, encouraging students to practice integrity and responsibility in their work.
- Assist in preparing progress reports, writing recommendation letters, and facilitating grant applications.
- Organize and participate in workshops, seminars, and other educational events that enhance the learning experience and professional development .
- Address any issues or conflicts that arise, providing mediation and support to ensure a positive and productive academic environment.

Instructions to the students.

- Regularly meet with your internal faculty advisor for guidance on academic progress, research projects, and career planning. Be proactive in seeking advice and support from your faculty advisor. Use planners, calendars, and task management tools to keep track of assignments, project deadlines, and study schedules. Prioritize tasks to manage your time efficiently.
- Take advantage of opportunities to participate in survey projects and hands-on activities. These experiences are crucial for applying your theoretical knowledge and gaining practical skills.
- Focus on improving essential professional skills such as communication, teamwork, problem-solving, and leadership. Participate in workshops and seminars that enhance these competencies.
- Actively seek networking opportunities through industry events, seminars, and meetings. Establish connections with peers, alumni, and professionals in your field to build a strong professional network.

- Seek internships, co-op programs, or part-time jobs related to your field of study. Real-world experience is invaluable for understanding industry practices and enhancing your employability.
- Uphold high ethical standards in all your academic and professional activities. Practice integrity, honesty, and responsibility. Adhere to the ethical guidelines and standards set by your institution and the related profession.
- Adopt a mindset of lifelong learning. Stay updated with the latest developments and trends in engineering by reading industry journals, attending conferences, and taking additional courses.

Documents to be submitted by the student for a survey project.

Submit a printed report of your survey project work along with the fabrication model / analysis report for the End Semester Examination.

Rubrics for Survey Project Work

Sl. No	Topics	Description
1	Objectives	Clearly defined and specific objectives outlined. Objectives align with the project's scope and purpose.
2	Literature Review	Thorough review of relevant literature. Identification of gaps and justification for the project's contribution
3	Research Design and Methodology	Clear explanation of the research design. Appropriateness and justification of chosen research methods.
4	Project Management	Adherence to project timeline and milestones. Effective organization and planning evident in the project execution.
5	Documentation	Comprehensive documentation of project details. Clarity and completeness in recording methods, results, and challenges.

6	Presentation Skills	Clear and articulate communication of project findings. Effective use of visuals, if applicable.
7	Analysis and Interpretation	In-depth analysis of data. Clear interpretation of results in the context of research questions.
8	Problem-Solving	Demonstrated ability to identify and address challenges encountered during the project. Innovative solutions considered where applicable.
9	Professionalism and Compliance	Adherence to ethical standards in research. Compliance with project guidelines and requirements.
10	Quality of Work	Overall quality and contribution of the project to the field. Demonstrated effort to produce high-quality work.

SCHEME OF EVALUATION

Internal Mark (40 Marks)			End Semester (60 Marks)		
Review 1 (10 Marks)	Review 2 (15 Marks)	Review 3 (15 marks)	Record / report writing (20 Marks)	Presentation (20 Marks)	Viva Voce (20 Marks)
Committee: 10 Marks	Committee: 15 Marks	Committee: 15 Marks	Examiners:20	Examiners:20	Examiners: 20

	Survey Project	
Unit	Name of the Topics	Hours
I	Project Formulation: 1.1 Project: Definition, Identification, Classification. 1.2 Preparation of Project Plan: Different Stages – Research purpose, Problem definition, Objectives, Methodology, Hypotheses development, Data collection, Analysis and reporting of the findings.	90
II	Research Methodology 2.1 Data Sources: Secondary data -- Survey of Literature: Books, Journals, Newspapers and Internet etc. Primary data, Method of data collection, Instrument for data collection, preparing a questionnaire, Pilot survey 2.2 Sample design: Population, Sample size, sampling method.	90
III	Analysis and Evaluation 3.1 Data Analysis: Chi-Square Test, T-Test, Correlation, Regression. 3.2 Decision Making: Findings and Conclusion.	90
IV	Topics of Project The topics shall be on any current issue, related to the curriculum in the following areas: 4.1 Recent developments in Indian Economy 4.2 Financial Markets and Institutions 4.3 Markets and Globalization 4.4 Market analysis – Market share, Market potential, Demand forecasting 4.5 Consumer Behavior 4.6 Advertising and other promotions	90
V	Project preparation	90
	Total Periods	450

Guidelines for Report Preparations:

- Cover Title Page.
- Inner Title Page (Same as cover title page).
- Certificate from Supervisor (Counter signed by the HOD) and Declaration by the Student.
- Certificate from Company/Firm where the project work is carried out. (Not required if project work is not based on a company/firm).
- Acknowledgement.

- List of Tables and Figures.
- Abbreviations/Operational definitions used.
- Reference for literature Review

Formatting your Project Report

1. Report should be typed neatly on one side of the paper with 1.5 spacing on a A4v size bond paper (210 x 297 mm). Use dry tone Xerox for printing. The margins should be left: 1.25", Right – 1", Top and bottom – 0.75"
2. The total number of reports to be prepared is THREE (One each for the Office, Guide and student)
3. Before taking the final printout, the approval of their concerned Supervisor is necessary and corrections suggested, if any must be incorporated. If the draft is not approved by the Supervisor, the Supervisor is not obliged to sign the report.
4. The project report must be paperback bound and don't use spiral binding.
5. The Project report must contain 80 – 120 pages. But no more than 150 Pages.

Outlay of the Report:

- The Chapter, Sections and Sub sections may be numbered in the decimal form for e.g. Chapter2 section as 2.1, 2.2 etc., and Sub section as 2.2.3, 2.5.1 etc.
- Each chapter must be left justified (font size 16). Followed by the Title of chapter entered (font size 18), sections / sub section numbers along with their headings must be left justified with section number and its heading in font size 16 and sub section and its heading font size 14. The body or the text of the report should have font size 12 (Times new Roman).
- The figures and table must be numbered chapter wise for e.g.: Fig. 2.1 Block diagram of a serial binary adder. Table 3.1 Primitive

(Cover title page and inner page format)

**A STUDY ON FINANCIAL LITERACY AMONG PEOPLE WORKING IN
PRIVATE SECTOR AND GOVERNMENT SECTOR IN CHENNAI CITY**

Report Submitted by

PRASANNA .S

***In partial fulfillment for the award of the Diploma
Of
COMMERCIAL PRACTICE***



Under the guidance of
X. XXXXXXXXXXXXX
Head / Lecturer in Commerce
Department of Commercial Practice

Dr. Dharmambal Government Polytechnic College for Women
Tharamani
Chennai – 600 113.
April 2025

Students who are unable to complete the project work at the end of the semester can apply for an extension to the Head of the Department, with the recommendation from the project guide for a period of a maximum of two months. For those students who extend the project work for two months, Viva Voce will be carried out and results will be declared separately. If the project report is not submitted even beyond the extended time, then students are not eligible to appear for Project Viva Voce Examination.

EQUIVALENT SUBJECTS

	G Scheme 2022		H Scheme 2024	
Sl.No	Subject Code	Course name	Subject Code	Course name
1	BEG101	Communicative English – I	BEH171	Communicative English I
2	CPG101	Elements of Commerce and Business Organisation	CPH101	Elements of Commerce and Business Organisation
3	CPG102	Financial Accounting I	CPH102	Financial Accounting - I
4	CPG103	Banking	CPH201	Banking
5	CPG104	Basics of computers	-----	-----
6	CPG105	Typewriting – English – Level I	CPH173	Typewriting – English – Level I
7	CPG176	Office Automation - Lab I	CPH174	Office Automation - Lab I
8	BEG201	Communicative English – II	BEH271	Communicative English – II
9	CPG201	Principles of Management	CPH401	Principles of Management
10	CPG202	Financial Accounting II	CPH202	Financial Accounting-II
11	CPG203	Typewriting - English – GTE Pre Junior	CPH273	Typewriting GTE Eng Pre- Junior
12	CPG284	Elective: Elements of Shorthand – English - paper I	CPH387	Shorthand Theory- I
13	CPG285	Elective: Marketing	-----	-----
14	CPG276	Office Automation – Lab II	CPH275	Office Automation Lab – II
15	BEG177	Communication Skill Practical	-----	-----
16	CPG301	English	CPH301	English
17	CPG302	Financial Accounting III	CPH302	Financial Accounting-III
18	CPG303	Business Statistics	CPH373	Business Statistics
19	CPG304	Typewriting – English - GTE Junior. Paper I	CPH374	TW GTE English Junior Paper -I
20	CPG385	Elective: Elements of Shorthand – English - paper II	CPH487	Shorthand Theory - II
21	CPG386	Elective: Service Marketing	-----	-----
22	CPG377	Data Analytics Lab	CPH373	Business Statistics
23	CPG378	Desktop Publishing Lab	CPH375	Desktop Publishing – Lab
24	CPG401	Principles of Economics	CPH601	Principles of Economics
25	CPG402	Financial Accounting IV	CPH402	Financial Accounting- IV
26	CPG403	Cost Accounting	CPH502	Cost Accounting

27	CPG404	Typewriting – English- GTE Junior Paper II	CPH474	TW – GTE English – Junior – Paper- II
28	CPG485	Elective: Shorthand – English – Speed (60 WPM)	CPH588	Shorthand – Speed (60 WPM)
29	CPG486	Elective: Social Marketing	-----	-----
30	CPG477	Computerized Accounting Lab – I	CPH475	Computerised Accounting Lab- I
31	CPG478	RDBMS – Lab	CPH486	RDBMS Lab
32	CPG501	Business Communication	CPH683	Business Correspondence
33	CPG502	Corporate Accounting	CPH501	Corporate Accounting
34	CPG503	Goods and Services Tax Laws (GST)	-----	-----
35	CPG504	Typewriting – English –GTE - Senior - Paper –I	CPH574	TW – GTE English – Senior – Paper - I
36	CPG585	Elective: Shorthand – English –Junior Speed - (80 WPM) GTE	CPH684	Shorthand – GTE Speed (80 WPM)
37	CPG586	Elective: Customer Relationship Management	-----	-----
38	CPG577	Computerized Accounting Lab – II	CPH575	Computerised Accounting Lab -II
39	CPG578	Entrepreneurship and Startups	-----	-----
40	CPG601	Values and Ethics	-----	-----
41	CPG602	Business Accounting	-----	-----
42	CPG603	Indian Economy	-----	-----
43	CPG604	Income Tax (Law & Practice)	CPH473	Income Tax Law and Practice-I
44	CPG605	Typewriting – English – GTE - Senior - Paper –II	CPH672	TW GTE English Senior Paper-II
45	CPG676	Project Work and Internship	CPH699	Survey Project

-- No Equivalent

**Statement of Comparison between the syllabuses of Dr. DGPCW and
DoTE in respect of the Department of Commercial Practice
(W.e.f. 2024 - 2025)**

S.No	Dr. D.G.P.C.W H SCHEME	Dr. D.G.P.C.W G SCHEME	DOTE R SCHEME	Remarks
I SEMESTER				
1.	Tamil Marabu	---	Tamil Marabu	New Subject introduced in the new scheme
2	Elements of Commerce and Business Organisation	Elements of Commerce and Business Organisation	Elements of Commerce	Element of commerce and Business Organization both syllabus merged.
3	Financial Accounting - I	Financial Accounting - I	Principles of Accountancy	DoTE syllabus and G Scheme Syllabus Plus Bill of exchange and Triple column cash book
4	Typewriting – English – Level I	Typewriting – English – Level I	Typewriting English Basic Level	On par with DoTE Syllabus Plus Simple sentence and simple paragraph
5	Office Automation - Lab I	Office Automation - Lab I	Office Automation Lab – I	On par with DoTE Syllabus and G Scheme Syllabus Plus Artificial Intelligence (AI) – AI powered auto correct and suggestion in MS Word and intelligence power point design suggestion
6	Practical Accounting - I	-----	Practical Accounting - I	New Subject introduced in the new scheme
7	Communicative English – I	Communicative English – I	Communicative English – I	.
8	-----	Banking	-----	Shifted to II Semester
9	-----	Basics of computers	-----	Removed from the syllabus
II SEMESTER				
1	Tamils and Technology	-----	Tamils and Technology	New Subject introduced in the new scheme

2	Banking	Principles of Management	Business Organisation	Element of commerce and business organization both syllabus merged, Principles of Management shifted to IV semester
3	Financial Accounting-II	Financial Accounting II	Financial Accounting	On par with DoTE syllabus Plus Rectification of errors
4	Typewriting GTE Eng Pre-Junior	Type Writing - English – GTE Pre Junior	Typewriting GTE Eng Pre-Junior	On par with DoTE syllabus and G Scheme Syllabus
5	Python Programming	-----	-----	New Subject introduced in the new scheme
6	Office Automation Lab – II	Office Automation Lab – II	Office Automation Lab – II	On par with DoTE syllabus and G Scheme Syllabus
7	Practical Accounting II	-----	Practical Accounting II	New Subject introduced in the new scheme
8	Communicative English – II	Communicative English – II	Communicative English – II	
9	-----	Elective: Elements of Shorthand – English - paper I	-----	Shifted to III Semester
10	-----	Elective: Marketing	-----	Marketing subject replaced with Web Designing Lab
11	-----	Communication Skill Practical	-----	-----
12	-----	-----	Commercial Practices	Replaced with Python Programming
III SEMESTER				
1.	English	English	English	On par with DoTE syllabus and G Scheme Syllabus
2	Financial Accounting-III	Financial Accounting III	Advanced Financial Accounting	On par with DoTE Syllabus and on par with G Scheme syllabus but Departmental accounts replaced with Accounts of Non Profit Organizations

3	Business Statistics	Business Statistics	Business Statistics	On par with DoTE syllabus and G Scheme Syllabus but Index numbers replaced with Hypothesis framing
4	TW GTE English Junior Paper -I	Type Writing – English Junior - Paper- I (GTE)	TW GTE English Junior Paper I	On par with DoTE syllabus and G Scheme Syllabus
5	Desktop Publishing – Lab	Desktop Publishing Lab	Desktop Publishing – Lab	On par with DoTE syllabus and G Scheme Syllabus
6	Elective – I Web Designing Lab	-----	-----	Marketing subject replaced with Web Designing Lab
7	Elective – I Shorthand Theory- I	-----	Elements of Shorthand - English Theory - I	Shifted from II Semester
8		Elective: Elements of Shorthand – English - paper II		Shifted to IV Semester
9		Elective: Service Marketing		Service Marketing replaced with RDBMS Lab in IV Semester
10		Data Analytics Lab		Data Analytics Lab merged with Business Statistics
11			Banking	Shifted to II Semester
12			TW-GTE Junior-Tamil- Paper I	As only two electives , TW-GTE Junior-Tamil- Paper I not included
IV SEMESTER				
1	Principles of Management	-----	Principles of Management	On par with DoTE syllabus and G Scheme Syllabus , Shifted from II Semester
2	Financial Accounting- IV	Financial Accounting- IV	Partnership Accounting	On par with DoTE syllabus and G Scheme Syllabus but Sale or return replaced with Fire Insurance

3	Income Tax Law and Practice-I	-----	-----	Shifted from VI Semester and divided into Two Papers , one in IV Semester and one in V Semester
4	TW – GTE English – Junior – Paper- II	Typewriting – English- GTE Junior Paper II	TW GTE English Junior Paper II	On par with DoTE syllabus and G Scheme Syllabus
5	Computerised Accounting Lab-I	Computerized Accounting Lab – I	Computerised Accounting Lab I (Financial Accounting)	On par with DoTE syllabus and G Scheme Syllabus
6	Elective – II RDBMS Lab	RDBMS – Lab	-----	Service Marketing replaced with RDBMS Lab as an elective subject in IV Semester
7	Elective – II Shorthand Theory - II	-----	Elements of Shorthand - English Theory - II	On par with DOTE and Shifted from III Semester (G Scheme)
8	-----	Principles of Economics	-----	Shifted to VI Semester
9	-----	Cost Accounting	-----	Shifted to V Semester
10	-----	Elective: Shorthand – English – Speed (60 WPM)	-----	Shifted to V Semester
11	-----	Elective: Social Marketing	-----	Replaced with Practical Auditing in V Semester
12	-----	-----	GST – I (Assessment)	Shifted to V Semester
13	-----	-----	Marketing	Marketing subject replaced with Web Designing Lab in III Semester
14	-----	-----	TW-GTE Junior-Tamil- Paper II	As only two electives , TW-GTE Junior-Tamil- Paper II not included
V SEMESTER				
1	Corporate Accounting	Corporate Accounting	Corporate Accounting	On par with DoTE syllabus and G Scheme Syllabus

2	Cost Accounting	-----	Cost Accounting	On par with DoTE syllabus and Shifted from IV Semester - G Scheme Syllabus
3	Income Tax Law and Practice-II	-----	-----	Shifted from VI Semester and divided into Two Papers , one in IV Semester and one in V Semester
4	TW – GTE English – Senior – Paper - I	Typewriting – English –GTE - Senior - Paper –I	TW GTE English Senior Paper I	On par with DoTE syllabus and G Scheme Syllabus
5	Computerised Accounting Lab -II	Computerized Accounting Lab – II	Computerised Accounting Lab II (Cost Accounting)	On par with DoTE syllabus and G Scheme Syllabus
6	Elective–III Practical Auditing	-----	Auditing	On par with DoTE syllabus
7	Elective–III Shorthand – Speed (60 WPM)	-----	Shorthand – English – Junior – Speed (60 WPM)	On par with DoTE syllabus
8	Industrial Training (Summer Vacation – 90 Hours)		Industrial Training (Summer Vacation – 90 Hours)	On par with DoTE syllabus
9	-----	Goods and Services Tax Laws (GST)	GST – II (Returns and Refunds)	Included in Computerized Accounting Lab- I
10	-----	Business Communication	-----	Shifted to VI Semester Elective
11	-----	Elective: Shorthand – English –Junior Speed - (80 WPM) GTE	-----	Shifted to VI Semester
12	-----	Elective: Customer Relationship Management	-----	Replaced with Business Correspondence in VI Semester

13	-----	Entrepreneurship and Startups	-----	Replaced with VI Semester Open Elective Path way
14	-----	-----	TW-GTE Senior- Tamil-Paper I	As only two electives , TW-GTE Senior-Tamil- Paper I not included
VI SEMESTER				
1	Principles of Economics	-----	Principles of Economics (Elective)	On par with DoTE syllabus and Shifted from IV Semester (G Scheme)
2	TW GTE English Senior Paper-II	Type Writing – English Senior - Paper –II (GTE)	TW GTE English Senior Paper-II	On par with DoTE syllabus and G Scheme Syllabus
3	Elective – IV Business Correspondence	-----	Business Correspondence (Elective)	On par with DoTE syllabus
4	Elective – IV Shorthand – GTE Speed (80 WPM)	-----	Shorthand – GTE Speed (80 WPM) (Elective)	On par with DoTE syllabus
5	Human Resources Management (Pathway Elective Theory A)	-----	-----	New Elective
6	Business Law (Pathway Elective Theory A)	-----	-----	New Elective
7	Entrepreneurship (Pathway Elective Theory A)	-----	-----	New Elective Shifted from V Semester (Open Elective Path way)

8	In House Internship (Pathway Elective B)	-----	In House Internship	On par with DoTE syllabus
9	Survey Project (Pathway Elective C)	-----	Survey Project	On par with DoTE syllabus
10	-----	Values and Ethics	-----	As only two electives, Values and Ethics not included
11	-----	Indian Economy	-----	Replaced with Entrepreneurship
12	-----	Income Tax Law and Practice	-----	Shifted to IV and V Semester and divided into Two Papers
13	-----	Project Work and Internship	-----	Included in In House project
14	-----	Business Accounting	Business Accounting	Replaced with Human Resources Management in the new elective and two unit contents included in Financial Accounting III and Financial Accounting IV
15	-----	-----	Computerised Accounting Lab III (GST)	Merged with Computerised Accounting Lab II in V Semester
16	-----	-----	TW-GTE -Senior-Tamil-Paper II	As only two electives , TW-GTE Senior-Tamil-Paper II not included
17	-----	-----	Management Accounting	Replaced with Business Law

**Dr. DHARMAMBAL GOVERNMENT POLYTECHNIC
COLLEGE FOR WOMEN (AUTONOMOUS)
CHENNAI-600113.**

Integrated Learning Experiences (ILE)

Diploma in Commercial Practice

Standard Operating Procedures(SOPs)

S.No	Contents	Page No
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2	Health & Wellness	
3	Growth Lab	
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7	Emerging Technology Seminars	
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Introduction:

Today's world is rapidly changing and increasingly interconnected, and the future talent pipeline to be sourced from the campuses needs to adapt to changes that will keep accelerating in the future. This new curriculum revamping (R2023) focuses on equipping learners with skills that will enable them to cope with the foreseeable social and economic changes and manage often unpredictable realities. The various dimensions of transformation are designed to nurture skills towards holistic human development. Such skills are acquired not only on formal courses but in a variety of contexts throughout the academic curriculum.

Four broad dimensions of skills to ensure holistic human development: (1) Personal, (2) Professional, (3) Interpersonal and (4) Advanced Industrial Technologies skills and competencies. From this perspective, a new structure called "Integrated Learning Experiences(ILE)" is introduced in the regulation 2023. This ILE encompass activities that foster the acquisition of disciplinary knowledge, personal and interpersonal skills, and technological proficiency. These experiences promote active engagement in meaningful real-life situations and establish connections between different curricula, co-curricular activities, and extracurricular pursuits across diverse disciplines. Integrated learning experiences are concatenated in the academic curriculum for each semester enabling the students to learn, adapt and transform through experiential learning pedagogy. This approach enriches the curriculum by incorporating dynamic and up-to-date co-curricular courses and activities that may not be directly aligned with the students' program of study. It prioritizes the holistic development of students, fostering their growth and well-roundedness.

AUDIT	HEALTH & WELLNESS
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** Health & Wellness has one credit for the third semester only and it has no credits for other semesters.

Skill Areas:

Physical Fitness, Nutrition, Mental Health, Awareness on Drug addiction and its effects

Purpose:

The Health & Wellness course focuses on teaching the elements of physical, mental, emotional, social, intellectual, environmental well-being which are essential for overall development of an individual. The course also addresses the dangers of substance abuse and online risks to promote emotional and mental health.

Learning Outcomes:

Upon completion of the Health & Wellness course, students will be able to:

1. Demonstrate proficiency in sports training and physical fitness practices.
2. Improve their mental and emotional well-being, fostering a positive outlook on health and life.
3. Develop competence and commitment as professionals in the field of health and wellness.
4. Awareness on drug addiction and its ill effects

Focus:

During the conduct of the Health & Wellness course, the students will benefit from the following focus areas:

1. Stress Management.
2. Breaking Bad Habits.
3. Improving Interpersonal Relationships.
4. Building Physical Strength & Inner Strength.

Role of the Facilitator:

The faculty plays a crucial role in effectively engaging with students and guiding them towards achieving learning outcomes. Faculty participation involves the following areas:

1. **Mentorship & Motivation:** The Facilitator mentors students in wellness and self-discipline while inspiring a positive outlook on health. Faculty teach stress management, fitness, and daily well-being.
2. **Promoting a Safe and Inclusive Environment:** The facilitator ensures a safe, inclusive, and respectful learning environment for active student participation and benefit.
3. **Individualised Support and Monitoring Progress:** The facilitator plays a crucial role in providing personalized support, monitoring and guidance to students.

Guided Activities:

In this course, several general guided activities have been suggested to facilitate the achievement of desired learning outcomes. They are as follows:

1. Introduction to Holistic Well-being.
2. Holistic Wellness Program- Nurturing Body and Mind
3. Breaking Bad Habits Workshop.
4. Improving the elements of physical, emotional, social, intellectual, environmental and mental well-being.
5. Creating situational awareness, digital awareness.
6. Understanding substance abuse, consequences and the way out.

Period Distribution

The following are the guided activities suggested for this Audit course.

The Physical Director should plan the activities by the students.

Arrange the suitable Mentor / Guide for the wellness activities.

Additional activities and programs can be planned for Health and Wellness.

S.No	Guided Activities	Period
1	Introduction to Holistic Well-being <ol style="list-style-type: none"> 1. Introduce the core components of Health & Well-being namely Physical, mental and emotional well-being 2. Provide worksheets on all the four components individually and explain the interconnectedness to give an overall understanding. 	
2	Wellness Wheel Exercise (Overall Analysis)	

	<ul style="list-style-type: none"> ● Guide students to assess their well-being in various life dimensions through exercises on various aspects of well – being, and explain the benefits of applying wellness wheel. ● Introduce Tech Tools: ● Explore the use of technology to support well-being. ● Introduce students to apps for meditation, sleep tracking, or healthy recipe inspiration. 	
3	<p>Breaking Bad Habits (Overall Analysis)</p> <ul style="list-style-type: none"> ● Open a discussion on bad habits and their harmful effects. ● Provide a worksheet to the students to identify their personal bad habits. ● Discuss the trigger, cause, consequence and solution with examples. ● Guide them to replace the bad habits with good ones through worksheets. 	
4	<p>Physical Well-being</p> <p>1. Fitness</p> <p>Introduce the different types of fitness activities such as basic exercises, cardiovascular exercises, strength training exercises, flexibility exercises, so on and so forth. (Include theoretical explanations and outdoor activity).</p> <p>2. Nutrition</p> <p>Facilitate students to reflect on their eating habits, their body type, and to test their knowledge on nutrition, its sources and the benefits.</p> <p>3. Yoga & Meditation</p> <p>Discuss the benefits of Yoga and Meditation for one’s overall health.</p> <p>Demonstrate different yoga postures and their benefits on the body through visuals (pictures or videos)</p>	

	<p>4. Brain Health</p> <p>Discuss the importance of brain health for daily life.</p> <p>Habits that affect brain health (irregular sleep, eating, screen time).</p> <p>Habits that help for healthy brains (reading, proper sleep, exercises).</p> <p>Benefits of breathing exercises and meditation for healthy lungs.</p> <p>5. Healthy Lungs</p> <p>Discuss the importance of lung health for daily life.</p> <p>Habits that affect lung health (smoking, lack of exercises).</p> <p>Benefits of breathing exercises for healthy lungs.</p> <p>6. Hygiene and Grooming</p> <p>Discuss the importance of hygienic habits for good oral, vision, hearing and skin health.</p> <p>Discuss the positive effects of grooming on one's confidence level and professional growth.</p> <p><u>Suggested Activities (sample):</u></p> <p>Nutrition:</p> <p>Invite a nutritionist to talk among the students on the importance of nutrition to the body or show similar videos shared by experts on social media. Organize a 'Stove less/fireless cooking competition' for students where they are expected to prepare a nutritious dish and explain the nutritive values in parallel.</p>	
5	<p>Emotional Well-being</p> <p>1. Stress Management</p> <p>Trigger a conversation or provide self-reflective worksheets to identify the stress factors in daily life and their impact on students' performance.</p> <p>Introduce different relaxation techniques like deep breathing, progressive muscle relaxation, or guided imagery.</p> <p>(use audio recordings or visuals to guide them through these techniques).</p> <p>After practicing the techniques, have them reflect on how these methods can help manage stress in daily life.</p> <p>2. Importance of saying 'NO'.</p>	

	<p>Explain the students that saying 'NO' is important for their Physical and mental well-being, Academic Performance, Growth and Future, Confidence, Self-respect, Strong and Healthy Relationships, building reputation for self and their family (avoid earning a bad name).</p> <p>Factors that prevent them from saying 'NO'.</p> <p>How to practice saying 'NO'.</p> <p>3. Body Positivity and self-acceptance</p> <p>Discuss the following with the students.</p> <ul style="list-style-type: none"> • What is body positivity and self-acceptance? • Why is it important? • Be kind to yourself. • Understand that everyone's unique. <p><u>Suggested Activities(Sample):</u></p> <p>(Importance of saying 'NO')</p> <p>Provide worksheets to self-reflect on...</p> <p>...how they feel when others say 'no' to them</p> <p>...the situations where they should say 'no'</p> <p>Challenge students to write a song or rap about the importance of saying no and how to do it effectively.</p> <p>Students can perform their creations for the class.</p>	
6	<p>Social Well-Being</p> <p>1. Practicing Gratitude</p> <p>Discuss the importance of practicing gratitude for building relationships with family, friends, relatives, mentors and colleagues.</p> <p>Discuss how one can show gratitude through words and deeds.</p> <p>Explain how practicing gratitude can create 'ripple effect'.</p> <p>2. Cultivating Kindness and Compassion</p> <p>Define and differentiate between kindness and compassion.</p> <p>Explore practices that cultivate these positive emotions.</p> <p>Self-Compassion as the Foundation.</p>	

	<p>The power of small gestures.</p> <p>Understanding another's perspective. The fruits of compassion.</p> <p>3. Practising Forgiveness</p> <p>Discuss the concept of forgiveness and its benefits.</p> <p>Forgiveness: What is it? and What it isn't?</p> <p>Benefits of forgiveness.</p> <p>Finding forgiveness practices.</p> <p>4. Celebrating Differences</p> <p>Appreciate the value of individual differences and foster inclusivity.</p> <p>The World: A Tapestry of Differences (cultures, backgrounds, beliefs, abilities, and appearances).</p> <p>Finding strength in differences (diverse perspectives and experiences lead to better problem-solving and innovation).</p> <p>Celebrating differences, not ignoring them (respecting and appreciating the unique qualities).</p> <p>Activities for celebrating differences (share culture, learn about others, embrace new experiences).</p> <p>5. Digital Detox</p> <p>Introduce the students to:</p> <p>The concept of a digital detox and its benefits for social well-being.</p> <p>How to disconnect from devices more often to strengthen real-world connections.</p> <p><u>Suggested Activities (sample):</u></p> <p>(Practicing Gratitude)</p> <p>Provide worksheets to choose the right ways to express gratitude.</p> <p>Celebrate 'gratitude day' in the college and encourage the students to honour the house keeping staff in some way to express gratitude for their service.</p>	
7.	<p>Intellectual Well-being</p> <p>1. Being a lifelong Learner</p> <p>Give students an understanding on:</p> <p>The relevance of intellectual well-being in this 21st century to meet</p>	

	<p>the expectations in personal and professional well-being</p> <p>The Importance of enhancing problem-solving skills</p> <p>Cultivating habits to enhance the intellectual well-being (using the library extensively, participating in extra-curricular activities, reading newspaper etc.)</p> <p>2. Digital Literacy</p> <p>Discuss:</p> <p>The key aspects of digital literacy and its importance in today's world.</p> <p>It is more than just liking and sharing on social media.</p> <p>The four major components of digital literacy (critical thinking, communication, problem-solving, digital citizenship).</p> <p>Why is digital literacy important?</p> <p>Boosting one's digital skills.</p> <p>3. Transfer of Learning</p> <p>Connections between different subjects – How knowledge gained in one area can be applied to others.</p> <p><u>Suggested Activities(sample):</u></p> <p>Intellectual Well-being.</p> <p>Provide worksheets to students for teaching them how to boost intellectual well-being.</p> <p>Ask the students to identify a long-standing problem in their locality, and come up with a solution and present it in the classroom. Also organize an event like 'Idea Expo' to display the designs, ideas, and suggestions, to motivate the students to improve their intellectual well-being.</p>	
8	<p>Environmental Well-being</p> <p>1.The Importance of initiating a change in the environment.</p> <p>The session could be around:</p> <p>Defining Environmental well-being (physical, chemical, biological, social, and psychosocial factors) – People's behaviour, crime, pollution, political activities, infra-structure, family situation etc.</p> <p>Suggesting different ways of initiating changes in the environment (taking responsibility, creating awareness, volunteering,</p>	

	<p>approaching administration).</p> <p><u>Suggested Activities (sample):</u></p> <p>Providing worksheets to self-reflect on how the environment affects their life, and the ways to initiate a change.</p> <p>Dedicate a bulletin board or wall space (or chart work) in the classroom for students to share their ideas for improving environmental well-being.</p> <p>Creating a volunteers' club in the college and carrying out monthly activities like campus cleaning, awareness campaigns against noise pollution, (loud speakers in public places), addressing anti-social behaviour on the campus or in their locality.</p>	
9	<p>Mental Well-being</p> <p>1. Importance of self-reflection</p> <p>Discuss:</p> <p>Steps involved in achieving mental well-being (self-reflection, self-awareness, applying actions, achieving mental well-being).</p> <p>Different ways to achieve mental well-being (finding purpose, coping with stress, moral compass, connecting for a common cause).</p> <p>The role of journaling in mental well-being.</p> <p>2. Mindfulness and Meditation Practices</p> <p>Benefits of practicing mindful habits and meditation for overall well-being.</p> <p>1. Connecting with nature</p> <p>Practising to be in the present moment – Nature walk, feeling the sun, listening to the natural sounds.</p> <p>Exploring with intention – Hiking, gardening to observe the nature.</p> <p>Reflecting on the emotions, and feeling kindled by nature.</p> <p>2. Serving people</p> <p>Identifying the needs of others.</p> <p>Helping others.</p> <p>Volunteering your time, skills and listening ear.</p> <p>Finding joy in giving.</p> <p>3. Creative Expressions</p>	

	<p>Indulging in writing poems, stories, music making/listening, creating visual arts to connect with inner selves.</p> <p><u>Suggested Activities(Sample):</u></p> <p>(Mindfulness and Meditation) – Conducting guided meditation every day for 10 minutes and directing the students to record the changes they observe.</p>	
10	<p>Situational Awareness (Developing Life skills)</p> <p>1. Being street smart</p> <p>Discuss:</p> <p>Who are street smart?</p> <p>Why is it important to be street smart?</p> <p>Characteristics of a street smart person: Importance of acquiring life skills to become street smart – (General First-aid procedure, CPR Procedure, Handling emergency situations like fire, flood etc).</p> <p>2. Digital Awareness</p> <p>Discuss:</p> <p>Cyber Security</p> <p>Information Literacy</p> <p>Digital Privacy</p> <p>Fraud Detection</p> <p><u>Suggested Activities</u> (sample):</p> <p>(Street Smart) Inviting professionals to demonstrate the CPR Procedure</p> <p>Conducting a quiz on Emergency Numbers</p>	
11	<p>Understanding Addiction</p> <p>Plan this session around:</p> <p>Identifying the environmental cues, triggers that lead to picking up this habit.</p> <p>Knowing the impact of substance abuse – Adverse health conditions, social isolation, ruined future, hidden financial loss and damaging the family reputation.</p> <p>Seeking help to get out of this addiction.</p> <p><u>Suggested Activities:</u></p>	

	Provide Worksheets to check the students' level of understanding about substance addiction and their impacts. Share case studies with students from real-life. Play/share awareness videos on addiction/de-addiction, experts talk. *Conduct awareness programmes on Drugs and its ill effects. (Arrange Experts from the concerned government departments and NGOs working in drug addiction issues) and maintain the documents of the program.	
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Closure:

Each student should submit a Handwritten Summary of their Learnings & Action Plan for the future.

Assessments:

- Use Self-reflective worksheets to assess their understanding.
- Submit the worksheets to internal audit/external audit.
- Every student's activities report should be documented and the same have to be assessed by the Physical Director with the mentor. The evaluation should be for 100 marks. No examination is required.

Scheme of Evaluation

Part	Description	Marks
A	Report	40
B	Attendance	20
C	Activities (Observation During Practice)	40
Total		100

References/Resource Materials:

The course acknowledges that individual needs for references and resources may vary. However, here are some general reference materials and resources that may be helpful:

1. The Well-Being Wheel:



2. Facilities & Spaces: Some activities may require access to specific facilities, resources or spaces. Students may need to coordinate with the college administration to reserve these as required.

3. Online Resources:

1. United Nations Sustainable Development Goals - Goal 3 - Good Health & Well-Being: <https://www.un.org/sustainabledevelopment/health/>
2. Mindfulness and Meditation: Stanford Health Library offers mindfulness and meditation resources:
<https://healthlibrary.stanford.edu/books-resources/mindfulness-meditation.html>

3. Breaking Bad Habits: James Clear provides a guide on how to build good habits and break bad ones: <https://jamesclear.com/habits>
4. 6 Ways to Keep Your Brain Sharp
<https://www.lorman.com/blog/post/how-to-keep-your-brain-sharp>
5. What Is Social Wellbeing? 12+ Activities for Social Wellness
<https://positivepsychology.com/social-wellbeing/>
6. How Does Your Environment Affect Your Mental Health?
<https://www.verywellmind.com/how-your-environment-affects-your-mental-health-5093687>
7. How to say no to others (and why you shouldn't feel guilty)
<https://www.betterup.com/blog/how-to-say-no>

	Growth Lab
AUDIT	

Skill Areas:

Self-Discovery, Habit Formation, Mind-set Development.

Learning Outcomes:

The Growth Lab aims to provide students with various learning outcomes, including:

1. Develop personal ethics, a growth mind-set, and strong communication skills.
2. Practice effective time management, overcoming challenges, and teamwork.
3. Master academic skills like reading, writing, and goal setting.
4. Become job-ready through resume building, interviewing, and resource utilization.
5. Reflect on their growth journey and articulate its impact.

Focus:

While organizing and participating in the Growth Lab, students should focus on the following key areas:

1. **Mindful Habits:** Emphasize the importance of cultivating mindful habits in their daily lives. Encouraging students to be conscious of their actions, thoughts, and emotions can help them identify any negative patterns and replace them with positive and empowering habits.
2. **Self-reflection:** Students should engage in self-reflection to gain deeper insights into their own strengths, weaknesses, and areas for improvement. Taking the time to reflect on their experiences and learning helps in identifying personal growth opportunities.
3. **Goal Setting:** Students should set clear goals for their personal and professional development. Encourage students to set specific, measurable, achievable, relevant, and time-bound (SMART) goals.

Role of the Facilitator:

Department faculty shall play a crucial role in organizing the Growth Lab. Their responsibilities include:

1. **Facilitation:** Faculty lead and guide the students throughout the Growth Lab sessions. They provide instructions, facilitate discussions, and offer insights to foster a

stimulating learning environment. They ensure that the sessions are engaging, interactive, and conducive to student participation.

2. **Mentorship:** Facilitators should Provide clear explanations and guidance on the importance of cultivating mindful habits in their daily lives and engaging in self-reflection. Help students understand how these practices contribute to their personal growth and development.

Guided Activities:

The Growth Lab shall incorporate the following guided activities to support the development of students. Here are some examples of guided activities that could be included:

Period Distribution: Depends on the Curriculum Allocation

S.No	Guided Activities	Period
1	<p>Ethics and Values for Growth</p> <p>1. Avoiding Absenteeism</p> <p>Discuss:</p> <p>Why regular attendance matters?</p> <p>Quick Quiz/Self-reflective worksheet on absenting for something other than being super sick.</p> <p>Brainstorm consequences of absenting often. (becomes a habit, affects productivity, lose inclusivity).</p> <p>How to avoid absenteeism – Initiate group discussion among students.</p> <p>Explain how the habit of absence often affects growth at the workplace.</p> <p>2. The Importance of Obeying Rules</p> <p>Talk about college rules and why they're important for students' success.</p> <p>Explain the benefits of following the rules (safe, respectful and productive environment).</p> <p>Consequences of breaking the rules (warnings to fines, academic sanctions, or even expulsion).</p> <p>Connect how the habit of disobeying the rules will affect growth in the workplace.</p> <p>3. Identifying personal values</p>	

	<p>Provide self-reflective worksheets to understand how students' get affected when others do not adhere to ethics and values.</p> <p>Help them identify their own ethics and values that they uphold.</p> <p>Explain how upholding ethics and values is important for professional success citing examples from real life.</p> <p><u>Suggested Activities (sample – Avoiding Absenteeism)</u></p> <p>Peer accountability partner – pair students up and have them check in with each other regularly to ensure both are attending class regularly.</p> <p>Provide statistics on the loss incurred by a company due to frequent absenteeism by employees.</p> <p>Ask students to prepare a comical skit on absenteeism and its consequences.</p>	
2	<p>Identifying Strengths and Weaknesses</p> <p>1. Overcoming Self-doubt</p> <p>Provide worksheets to check whether the students have felt unsure about doing something new.</p> <p>Briefly discuss self-doubt and how it can feel like a monster holding us back.</p> <p>Introduce strategies to overcome self-doubt - Train the students to say instead of "I can't," say "I'll try my best" or "I'm learning", focus on progress, and learn from mistakes.</p> <p>2. Overcoming Procrastination</p> <p>Ask students (worksheet/oral discussion) how they feel when they put off a task until the last minute.</p> <p>Brainstorm the consequences of procrastination (creates a cycle of avoidance and stress).</p> <p>Introduce strategies to overcome procrastination (Breaking down tasks and setting small goals, self-rewarding).</p> <p>3. Overcoming Distractions</p> <p>Help students identify the distractions (phones, social media, noise, conflicts with friends, hanging out with friends often, movies).</p> <p>Discuss the impacts of distractions on productivity and growth.</p> <p>Introduce strategies to fight the Distractions (introduce pomodoro</p>	

	<p>technique).</p> <p><u>Suggested Activities (sample –Over Coming Self-doubt)</u></p> <p>Present a challenge to the students, it could be anything from narrating a story, mimicking, singing, dancing, talking about their family. Encourage them to overcome their self-doubt and perform in front of their classmates. Finally ask them to express how they felt while performing.</p>	
3	<p>Cultivating Growth Mind-set</p> <p>1. Cultivating Determination</p> <p>Explain what determination is (hard work, not giving up, being ready to face challenges).</p> <p>Show videos/share stories of successful people who overcame challenges to achieve something big for them or the society.</p> <p>Define the ways to cultivate determination (setting SMART goals, learning from mistakes, celebrating every small win).</p> <p>2. Cultivating Positive Habit Change</p> <p>Discuss:</p> <p>Impact of habits on one's actions and decisions (triggers automatic responses, decision making).</p> <p>Impact on skills and abilities (practice makes progress).</p> <p>Impact on personal growth and well-being (confidence building, positive lifestyle).</p> <p>Impact on overall success (reaching goals, building discipline).</p> <p>Ways to switch to positive habits (use self-reflective worksheets to identify students' habits).</p> <p>3. Time-management</p> <p>Teach students the importance of prioritizing tasks for effective results. (important and urgent)</p> <p>Teach them prioritization matrix for organizing tasks, projects and ideas</p> <p><u>Suggested Activities (sample – Overcoming Procrastination)</u></p> <p>Host a procrastination-free week, ask students to team up and commit</p>	

	<p>to spending a week without procrastinating on any task or assignment. Announce a reward or incentive for the winning team. Also encourage them to share their feeling when they complete the tasks without procrastinating.</p>	
4	<p>Improving the Basic Skills</p> <p>1. Reading, Writing and Speaking Practice</p> <p>Train the students to read, write and speak fluently in English/Regional language.</p> <p>2. Letter Writing Practice</p> <p>Train the students in letter writing in English (leave letter, permission letter, apology letter) by providing them formats.</p> <p><u>Suggested Activities (sample -speaking practice)</u></p> <p>Create a WhatsApp group and share short animation English videos (maximum one minute long). Ask the students to listen to the dialogues, repeat it in their voice, record the same and send back. Observe their progress through the semester and reward them duly.</p> <p>Letter Writing Practice – set up a ‘Mysterious Mailbox’ in the classroom, encourage the students to write letters (leave letters, permission slips, apology letters), collect the letters and distribute them for others to analyse and give feedback.</p>	
5	<p>Goal Setting and Mind Mapping</p> <ol style="list-style-type: none"> 1. Teach mind mapping & ask students to make mind maps for visualizing their personal goals. 2. Guide students in setting SMART goals for the semester. <p><u>Suggested Activities (sample)</u></p> <p>Encourage students to take up at least one-value added course and receive certification per semester</p>	
6	<p>Interpersonal Skills</p> <p>Introduce the components of Interpersonal Skills such as:</p> <p>Communication Skills (verbal/non-verbal communication)</p> <p>Speaking, listening, body language.</p> <p>Problem-solving Skills (conflict resolution, negotiation, team work).</p>	

	<p>Team work.</p> <p>Flexibility.</p> <p>Patience.</p> <p>Educate students that how interpersonal skills help in building healthy relationships in personal and professional life.</p> <p><u>Suggested Activities (Sample)</u></p> <p>Organize a guest lecture on the importance of interpersonal skills by inviting a HR Personnel to educate the students (Especially communication skills)</p>	
7	<p>Interview Skills</p> <p>Introduce Resume Writing to students (conduct frequent resume writing drills through the semesters, and ask them to review the same to understand whether they have progressed in all areas).</p> <p>Train the students in self-introduction.</p> <p>Train the students in group discussions (Initiating a discussion, countering participants, using appropriate phrases to interrupt etc.).</p> <p>Introduce Interview ethics (body language, grooming, presentation).</p> <p>Cultivating the habit of researching (to know the profile of companies, their operating style, activity)</p> <p><u>Suggested Activities (sample)</u></p> <p>Conduct frequent mock interviews to train the students in the above interview skills.</p> <p>Stream videos of mock interviews.</p>	
8	<p>Utilizing the Available Resources for Growth</p> <p>Arrange a campus tour for the students to know the available facilities such as libraries, laboratories etc.</p> <p>Encourage the students to enrol in (online/offline) courses available in the college.</p> <p>Guide the students to use social media for their personal and professional growth (browsing for the latest trends in engineering and technology, following entrepreneurs on social media to understand</p>	

	<p>their journey, to check for institutions for higher studies etc).</p> <p>Networking & Connecting</p> <p>Help students connect with their alumni for guidance for their studies and career growth.</p> <p>Encourage students to follow entrepreneurs, eminent businessmen on a regular basis to stay updated and ask them to share the information in the class to inspire others.</p> <p><u>Suggested Activities (sample – Networking and connecting.</u></p> <p>Identify alumni who would be interested to contribute for the growth of the students and connect them with students for guidance in their studies and career growth.</p>	
9	<p>Final Oral Presentation & Impact Assessment: *</p> <ol style="list-style-type: none"> 1. Give students an opportunity to present their semester's journey and the changes they have experienced. 2. Faculty shall compile a brief report assessing program impact based on student feedback. 	
<p>Closure:</p> <p>End of the semester a half-day session shall be given for the students to share their transformation and feedback can be collected about his self-reflection on the impact of the program. The faculty must submit a brief report by assessing every student's development on the impact of the program, comparing their initial state at the beginning of the semester with their progress at the end.</p>		
<p>Assessments:</p> <ul style="list-style-type: none"> ● Use self-reflective worksheets to assess students' understanding. ● Subject the worksheets to internal/external audit. 		

References / Resource Materials:

For the Growth Labs, the following references and resource materials may be utilized to support the learning and development of the students:

1. Facilities & Spaces: Growth labs may require access to specific facilities, resources or spaces. Faculty may need to coordinate with the college administration to reserve these as required.

Online Resources:

1. How to Begin Your Self-Discovery Journey: 16 Best Questions

<https://positivepsychology.com/self-discovery/>

2. How to break a bad habit?

<https://www.health.harvard.edu/blog/how-to-break-a-bad-habit-202205022736>

3. How To Mind Map Yourself For Growth?

<https://mindmapsunleashed.com/how-to-mind-map-yourself-for-growth>

4. Interpersonal Communication and Its Importance at Work

<https://www.indeed.com/career-advice/career-development/importance-of-interpersonal-communication>

5. Personal Responsibility: Embracing Accountability in Life

<https://www.graygroupintl.com/blog/personal-responsibility>

6. The Power of Prioritization: Why You Need It in Your Life

<https://medium.com/@Jd-Lewis/the-power-of-prioritization-why-you-need-it-in-your-life-5fd49c7c2f6c#:~:text=Prioritization%20helps%20you%20make%20informed,achieve%20more%20in%20less%20time.>

7. How To Write An IT Fresher Resume: A Step-By-Step Guide

<https://in.indeed.com/career-advice/resumes-cover-letters/how-to-write-it-fresher-resume>

8. How to Overcome Self Doubt

<https://www.wikihow.health/Overcome-Self-Doubt>

9. The Surprising Health Benefits of Bird-Watching

<https://www.nytimes.com/2022/12/10/well/move/bird-watching-health-benefits.html>

10. Positive Daily Affirmations: Is There Science Behind It?

<https://positivepsychology.com/daily-affirmations/>

	Induction Program
AUDIT	

Induction Program - I (One Week) Should be scheduled at the First Week after reopening as per the schedule.

Induction Program - II (As per the curriculum) Should be scheduled in the beginning of the III Semester.

Induction Program - III (One Week) Should be scheduled at the beginning of the V Semester.

Skill Areas:

Interpersonal Skills, Academic Orientation, Technical Skills Development, Soft Skills and Communication, Study Skills and Time Management, Healthy and Safety Environmental Awareness, Ethics and Professionalism, awareness on drug addiction and its related physical and mental health issues, Career Guidance and Industry Interaction, Extracurricular Activities and Personal Development.

Purpose:

The transition from school to college life is one of the most challenging events in a student's life. The Induction Programme helps new students adjust, learn institutional values, build bonds, and explore the institutional policies, processes, practices, culture, universal human values, and get introduced to Autonomous regulations, overview of the diploma programme, and prospective skill areas.

Learning Outcomes:

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

1. Feel comfortable in the new college environment.
2. Understand the curriculum, preparing for their academic journey comprehensively.
3. Get introduced to various committees recommended by AICTE
4. Experience diverse activities, promoting holistic development.
5. Connect with faculty, including the Principal, HoD, and department faculty.
6. Interact with industry professionals and alumni.
7. Learn about the resources needed for skill development.
8. Understand professional ethics and responsibilities in technical fields.
9. Aware of career opportunities and pathways in technical fields

10. Aware of student support services, including counselling and mentorship.
11. Train in effective communication, presentation skills, public speaking, teamwork and collaboration exercises.
12. Awareness of drug addiction and its related health issues.

Focus:

The induction program focuses on providing clarity and support for a successful academic journey and holistic development of students. Key areas include adjustment, comfort in the new environment, fostering institutional culture, building bonds, and promoting self-exploration. Some key focus areas include,

1. Credit System and GPA/CGPA Assessment.
2. Diverse Classes at the End.
3. Theory, Laboratory, and Practicum Sessions.
4. Assessment Methods.
5. Internship Opportunities.
6. Fast Track Courses.
7. Exposure to Extracurricular Activities.
8. Course Add/Drop.
9. Examination Withdrawal.
10. Role of a Mentor.
11. Choosing Pathways.
12. The importance of understanding the Universal Human Values.
13. Role of DOTE in diploma programme.
14. Role of AICTE in diploma programme and the various committees and their objectives recommended by Dote and AICTE.

Role of the Facilitator

The SIP committee comprises the Head of the Institute, Heads of various departments, Senior Faculty, Senior Students (Second and Final Year), and Alumni. Their roles are as follows:

1. **Head of the Institute:** Explains new regulations from Autonomous, institute rules, and significant changes in the new regulations.
2. **Head of the Department:** Walks through department facilities, and discusses achievements of senior and alumni students, placement training and assistance, Entrepreneur development activities, higher education ideas.
3. **Senior Faculty:** Guides diploma students on post-program pathways with faculty

mentor assistance.

4. **Senior Students:** Introduce student clubs, and conduct department and lab tours.
5. **Alumni:** Share the growth opportunities available to diploma students, recent trends and placement opportunities in the relevant field, entrepreneurship ideas and the available resources for the same.

Guided Activities:

The SIP should have the below list of activities.

Period Distribution

Induction Program - I

S.No	Guided Activities	Period	Day
1	Registration, Formation of student classroom groups of respective programs & Formation of Student Representatives		
2	Presentation cum Interactive Session with Important Institution Functionaries like Head of Institute, Principal, HoDs, etc.		
3	Visit to departments & facilities of the Institution. Motivate students to utilize library, sports facilities, Institution Innovation Council's (IIC) opportunities, Entrepreneur Development Cell, Skill Development and Training facilities, Placement opportunities and other amenities		
4	Ice breaking activity for the new students & Self Introduction of some newly joined students		
5	Introduction to Various Clubs & Community Initiatives; A short session on the importance of joining such initiatives will be taken. The activities may include: Cultural Activities, Movie shows,		

	<p>Sports Activities, Visits to museum, community centres, club relevant field visits. Quiz Literary Activities such as, Tamil/English debate, discourses etc..</p>		
6	<p>Introduction to Committees/Associations and their Functions. (Committees of High Importance) Vishaka Committee Anti-ragging Committee Grievance Redressal mechanism SC/ST Committee etc. Other Preferred Committees/Associations Alumni Association etc. Department Associations</p>		
7	Interaction with Senior Students		
8	Interaction with Alumni Students		
9	<p>Talks, Lectures or Workshops by Eminent People from varying domains - This may include hackathon, ideation camps, motivational talks, personality development, universal human values, career development, group activities, social awareness lectures etc</p>		
10	<p>Talk on Respective Program scheme of studies and details of courses, examination pattern, types of courses, credit system, assessment methods, examination withdrawal, internship, passing and eligibility criteria, attendance requirements and Autonomous exam guidelines by respective program coordinator Educate the students on the importance of preparing reports on internships attended during the programme</p>		

11	Industrial Interaction; Local Industrial Visits or Interactions with Industry Experts invited to the Induction. Providing guidelines on following safety measures, undertaking from both students and parents, maintaining discipline during these activities		
12	<ul style="list-style-type: none"> • Awareness talks on “drugs and its ill effects” should be arranged. • College authorities has to explain the various mechanism to control the drug consuming and peddling drugs in their college premises 		
Induction Program - II The induction programme for the Second Year can be planned. (You may include the above mentioned activities) in addition to the following activities. Emphasis on the importance of improving the academic performance as the students are in their Second Year. Guide students for the Academic and Internship Programmes. Guide students on choosing the elective subjects. Guide students on <ul style="list-style-type: none"> ● Project Selection. ● Student Batch Identification. ● Financial Planning and Transparent Transaction. ● Synopsis Writing. ● Execution of the Project. ● Project Reviews and Presentation. ● Preparing Project Report. ● Project Assessment Pattern. ● Autonomous Exam Evaluation Pattern. ● Autonomous Prescribed Norms for the Project. Awareness program of, <ul style="list-style-type: none"> ● Anti-ragging guidelines, 			

<ul style="list-style-type: none"> ● Internship policy guidelines & procedures ● Grievance Redressal mechanism ● Vishaka committee guidelines ● Sexual Harassment of Women (Prevention, Prohibition and Redressal) ● Awareness talks on “drugs and its ill effects” should be arranged. ● College authorities has to explain the various mechanism to control the drug consuming and peddling drugs in their college premises 		
<p>Induction Program - III</p> <p>The induction programme for the Final Year.</p> <p>(You may include the above mentioned activities in addition to the following activities).</p> <p>As the focus and the weightage are mainly on project work, internship and fellowship:</p> <p>Impart in depth Knowledge on</p> <ul style="list-style-type: none"> ● In-house projects ● Internship ● Fellowship <p>Instruct the Dos and Don'ts on the above.</p> <p>Guide students on the report preparation for the above.</p> <p>Explain the Autonomous Objective behind the periods allotted for the above.</p> <p>A Talk by training and placement cell; Career opportunities for students, placement activities in college; placement process which includes introduction to platforms that offer value-added courses such as:</p> <p>SWAYAM NPTEL, CIICP, TCS ION CAREER EDGE, Self-assessment Platform - Parakh Portal.</p> <p>Awareness Program on Competitive Exams such as TNPSC, SSC, JEEE. Introduction to AICTE internship programs.</p>		

<p>Awareness Program about the Non Resident Tamils Rehabilitation and Welfare.</p> <p>Experts from the Commissionerate of Rehabilitation and Welfare Non Resident Tamils can be called for this session.</p> <p>The following contents can be included.</p> <p>Understanding the different types of migration and employment opportunities.</p> <p>Learning about the legal requirements and documentation needed for migration.</p> <p>Exploring the cultural and social aspects of living and working in a foreign country.</p> <p>Identifying common challenges and risks associated with migration, such as exploitation, discrimination and human trafficking.</p> <p>Providing guidance on how to reach and evaluate potential employers and job offers.</p> <p>Educating students about their rights and responsibilities as migrant workers.</p> <p>Offering practical advice of financial management, healthcare, and personal safety while abroad.</p> <p>Highlighting the importance of maintaining communication with family and seeking support when needed.</p> <p>By incorporating this into the induction program, we can empower our youth with the knowledge and skills they need to make informed decisions and migration and protect themselves from potential risks.</p>		
<p>Recording the Activities</p> <p>SIP is intended for ice-breaking and familiarization purposes; hence no student assessment is required. However, documenting visitors' and students' feedback is highly recommended. Also, submitting the prepared report for internal/external audit is encouraged.</p>		

For every induction programme conducted, a report may be prepared in the following format.

Preparing Invitation and Poster

Report

Programme:

Theme:

Duration:

Date/Time:

Resource Person (internal/External):

Objective:

Outcomes:

Photograph:

Feedback:

Collection of student feedback on induction program - Make a report of Induction program by collecting student feedback

References/Resource Materials:

Regulation 2024 (H-2024) SOP .

60 Awesome Icebreakers for Orientation and Beyond:

<https://sapro.moderncampus.com/blog/60-awesome-icebreakers-for-orientation-and-beyond>

AICTE INTERNSHIP POLICY GUIDELINES & PROCEDURES

<http://www.aicte-india.org/sites/default/files/Aicte%20Internship%20Policy-%202002.04.2019.pdf>

AICTE Link Safety of Students in and Outside of Technical Campus

https://www.aicte-india.org/downloads/AICTE_Circular.PDF

Grievance Redressal mechanism:

<https://aicte-india.org/bureaus/grievance-redressal>

<https://www.aicte-india.org/sites/default/files/approval/2023-24/Appendix-6.pdf> Vishaka committee guidelines:

<https://www.vishaka.org/#:~:text=Vishaka%20reinforces%20ICC%20formation%20with,Right%20Act%20of%201964%20compliance.>

Anti-ragging guidelines: <https://www.aicte-india.org/downloads/Antiragging.doc>

GUIDELINES

Induction Program - I (One Week) Should be scheduled at the First Week after reopening as per the schedule.

Day 1: FN: Registration and Inaugural Session.

(Welcome and Brief about the college, and their academic program. Rules and Regulation guidelines, Orientation, Familiarization College, Dept./ Branch)

Day 1: AN: Familiarization about the Dept./ Branch.

2: FN: Literary activity

Day 2: AN: Proficiency Modules

Day 3: FN: Lectures & Workshops by Eminent People

Day 3: AN: Visits to the College Common areas, Respective Department facilities.

Day 4: FN: Extra-Curricular Activities in College, Awareness talk on Drug addiction and its ill effects

Day 4: AN: Mentor-mentee groups meet

Day 5: FN: Interaction Session

Day 5: AN: Feedback and Report on the Program and Valedictory Session

Note: Inauguration and Valedictory can be conducted commonly; other sessions can be organised in the respective department.

Induction Program - II (As per the curriculum) Should be scheduled in the beginning of the III Semester.

Brief sessions about the importance of the Diploma Program, Growth and opportunity for higher education and employability.

Guidelines to select the Electives and Projects. Alumni, Industrial experts and Senior faculties can be engaged for this program.

Conduct Awareness programs on Drug addiction and its ill effects

Induction Program - III (One Week) Should be scheduled at the beginning of the V Semester.

1: FN: In-house projects, Internship, Fellowship

Day 1: AN: Online Skill Courses

Day 2: FN: Employability Skills - I (Industry Awareness and Trends)

Day 2: AN: Employability Skills - II (Resume Building and Job Application Skills)

Day 3: FN: Employability Skills - III (Interview Preparation, Technical Skill Enhancement)

3: AN: Employability Skills - IV (Soft Skills and Communication)

Day 4: FN: Employability Skills - V (Entrepreneurship and Innovation)

4: AN: Employability Skills - VI (Career Counselling and Guidance)

Day 5: FN: College to Corporate (Ethics and Professionalism, Emotional Intelligence and

Stress Management)

Day 5: AN: Non Resident Tamils Rehabilitation and Welfare Program

	Student-Led Initiative
AUDIT	

Skill Areas:

Team Work, Presentation Skills, Communication.

Purpose:

The aim is to promote active participation and collaboration among students, allowing them to learn from each other. One such initiative is the student-led tech talk series, where students can share knowledge and explore new technologies. These initiatives also provide resources and support to help students achieve their personal and career goals with guidance from the educational institutions.

Learning Outcomes:

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

1. Collaborate and Communicate effectively
2. Develop interpersonal skills with self-confidence and resilience
3. Foster a culture of collaborative learning with peers by sharing knowledge effectively.

Focus:

When conducting a student-led initiative, there are several focus areas that students should keep in mind to ensure a successful and impactful endeavour. Here are some key areas to consider:

1. Teamwork
2. Planning and Execution
3. Personal Growth and Learning

Role of the Facilitator:

The role of a college faculty facilitator in student-led initiatives is crucial in providing guidance, support, and mentorship to the student participants. Here are some key aspects of the faculty facilitator's role:

1. **Mentorship and Coaching:** Faculty facilitators act as mentors, providing one-on-one or group coaching to students involved in the initiative. The faculty facilitator serves as an

advisor, offering expertise, knowledge, and feedback to guide students in the planning and implementation of their initiatives.

2. **Resource Support:** Faculty facilitators assist students in accessing resources necessary for the success of their initiatives. They can help students identify relevant research or technical expertise.

Guided Activities:

In a student-led initiative, various guided activities can be implemented. Here are some guided activities to be undertaken:

1. Identify Technology Areas/Themes
2. Team Formation for the Presentation
3. Oral Presentation Preparation
4. Oral Presentation
5. Feedback
6. One Page Report

Note: The student teams are expected to conduct an Oral Presentation in a seminar format, which means they **don't** need to create presentation slides. Instead, they will present their content through verbal communication during the presentation.

Period Distribution

S.No	Guided Activities	Period
1	Introduction and Briefing <ol style="list-style-type: none">1. Identification of 8-10 Emerging Trends/Technology by the faculty2. Briefing of the 8-10 Emerging Trends/Technology to the students	
2	Team Formation for the Presentation <ol style="list-style-type: none">1. Team of 4 students are formed based on the topic that is selected2. Faculty assigns the roles and responsibilities of each student in the team	

3	<p>Oral Presentation Preparation</p> <ol style="list-style-type: none"> 1. Students browse the topics or go to the library to learn the topics for the presentation 2. Students develop contents for the presentation 3. Faculty mentor the students to form a outline for the presentation in the following format <ol style="list-style-type: none"> a. Introduction b. Working Principle c. Advantages & Limitations d. Applications 	
4	<p>Oral Presentation</p> <ol style="list-style-type: none"> 1. Students need to prepare & deliver the Oral presentation based on guidelines prescribed by the Faculty mentor 2. Deliver within the allotted time of 15 minutes 3. Include a Q&A Section covering a maximum of 3 minutes 	
5	<p>Feedback</p> <ol style="list-style-type: none"> 1. Mentor gives the feedback to the student team about <ol style="list-style-type: none"> a. Presentation Contents b. Presentation Delivery/Quality c. Suggestions for improvisations for individual student 	
6	<p>One Page Report</p> <ol style="list-style-type: none"> 1. Each Student submits a handwritten one-page summary of the oral presentation 	

Rubrics for the Evaluation

Category		SCORE			
		5—Excellent	3—Good	2—Fair	1—Needs Improvement
A	Quality of oral Presentation	Well-structured Content and clear presentation; engages the audience with good preparation and confidence.	Sufficiently clear content and reasonably organized; presents with moderate confidence.	Somewhat clear with basic organization; needs improvement in coherence and confidence.	Unclear about topic and disorganized presentation; lacks coherence and preparation.
B	Communication	The delivery is confident, natural, and engaging. The student maintains excellent eye contact, gestures appropriately, and uses a clear and well-modulated voice.	The delivery is mostly confident and engaging but may have some minor areas for improvement in eye contact, gestures, or vocal delivery.	The delivery is somewhat engaging, but there are noticeable issues with eye contact, gestures, or vocal delivery.	The delivery is hesitant, and the student struggles with eye contact, gestures, or vocal delivery.
C	Teamwork	The team runs perfectly coordinated, with clear guidelines about each member's role. Each member has participated.	The team was mostly coordinated, but there were some moments of doubt and/or unbalance. A minority of the members of the group did not know what to do.	One or two members of the group have focused most of the presentation. The rest of the group did not have clear instructions about their role.	The team did not know when to speak, or what role they were having. Only one person leads the group.
	SCORE	$(A+B+C)/15$ Points			

Closure:

After finishing their student-led initiatives, each team member must write a one-page summary of the oral presentation by hand. This summary should include topics covered in the Oral presentation.

Assessments:

No formal assessments are required for the student-led initiatives since it's just a platform for peer-to-peer to exchange knowledge and skills.

References/Resource Materials:

Student-led initiatives may require a variety of resource materials to support their planning, implementation, and success. Here are some general requirements:

1. **Informational Resources:** These include textbooks, reference materials, and online information relevant to the topic or theme of the initiative.
2. **Facilities and Spaces:** Some initiatives may require access to specific facilities or spaces for presentations. This can include classrooms, laboratories, meeting rooms, performance spaces, exhibition halls, or outdoor areas.
3. **Online Resources:**
 1. How to Do a Presentation in Class? - <https://www.wikihow.com/Do-a-Presentation-in-Class>
 2. How to Give a Short Class Presentation Competently? - <https://www.instructables.com/How-to-Give-a-Short-Class-Presentation-Competently/>
 3. Best Practices for Oral Presentation: <https://www.uow.edu.au/student/learning-co-op/assessments/presentations/>
 4. How to keep up with the latest emerging trends? - <https://pakwired.com/latest-technology-trends/>
 5. Body Language Tips for Presentation - <https://www.toastmasters.org/resources/public-speaking-tips/gestures-and-body-language>

	SHOP FLOOR IMMERSION
AUDIT	

*(First four digits in the subject code is Basic Engg. / Branch code and Seventh digit is Semester)

Skill Areas: 5S Methodology, LOTO, Six Sigma, ISO, SAP, Agile Methodology, etc...Note:
Any one industrial practices can be planned for every semester.

Purpose:

First semester, students will learn about the importance of '5S' through a shop floor workshop. '5S' helps reduce waste and improve productivity by organizing the workplace and using visual cues. It involves five steps: sort, set in order, shine, standardize, and sustain.

Learning Outcomes:

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

1. Creates an organised and clean environment in their lab/workshop
2. Acquire self-discipline as they need to maintain the standards
3. Identify and eliminate wastes
4. Creating a safe workplace by reducing accidents caused by external factors

Focus:

This course introduces the important concept of 5S, a fundamental skill used in various industries. It focuses on workplace organization and efficiency, which is essential for students entering the industry.

The 5S Methodology includes five steps:

- Sort: Remove unnecessary items to tidy up the space.
- Set In Order: Organize the work area with a place for everything.
- Shine: Clean and maintain the area to prevent dirt and grime.
- Standardize: Create written procedures to make new practices a norm.
- Sustain: Continuously commit to maintaining the organized and efficient workspace.

Additionally, safety is integrated throughout all the steps to improve workplace safety, not just efficiency.

Role of the Facilitator:

Faculty introduce the concepts of 5S to the students and assign a specific activity to each team of 4 students and guide them to implement 5S to a specific lab or workshop.

Guided Activities:

In the shop floor immersion course, few activities can be implemented to reach the desired course outcome. Here are some guided activities to be undertaken:

1. **Workshop (Learning Session):** The Faculty can take a session 5S Methodology covering the aspects of 5S like; What is 5S?, Why use 5S?, Advantages & Limitations, Case Studies, The 6th S - Safety.
2. **5S Implementation:** Students will implement 5S in a chosen lab. Faculty guides lab selection, assesses its state, gathers inventory, plans resources. After implementation, a post-assessment is done with faculty guidance.

Period Distribution

S.No	Guided Activities	Period
1	Workshop (Learning Session) 1. Faculty will conduct Session on 5S Methodology and its significance in the industry 2. Faculty need to conduct a Q&A Section to address questions, concerns & clarifications related to 5S	2
2	5S Implementation 1. Preparation: a. Faculty should identify lab/workshop needing 5S implementation b. Faculty will form a teams of 4 students	6

	<p>2. Implementation</p> <ol style="list-style-type: none"> Develop an implementation plan for 5S Document lab's current state by taking a photograph Proceed with the implementation of 5S by assigning specific jobs to the student teams. 	
Closure:		
The faculty in charge of the session is responsible for maintaining a one page record of the 5S implementation in the lab along with the "before" and "after" photographs.		
Assessments:		
No assessments are required for students. The facilitator monitors & guides the students to implement the practical implementation of 5S in the lab/workshop.		
References/Resource Materials:		
The references and resource materials required may differ depending on the department and type of lab 5S implementation is done. However, here are some general reference materials and resources that may be helpful:		
<p>1. Facilities and Spaces: 5S Implementation may require access to specific facilities or spaces. This can include access to workshops or labs.</p>		
<p>2. Online Resources:</p>		
<p>1. What is 5S?: https://www.graphicproducts.com/articles/what-is-5s/</p>		
<p>2. 5S Guide: Improve efficiency with effective organisation: https://leanscape.io/what-is-5s-and-what-are-its-benefits/</p>		
<p>3. How to implement 5S in Workplace? https://www.simplilearn.com/implementing-5s-methodology-to-achieve-workplace-efficiency-article</p>		
Note: Every semester any one activity can be planned as above.		

	Emerging Technology Seminars
AUDIT	

*(First four digits in the subject code is Basic Engg. / Branch code and Seventh digit is Semester)

Skill Areas:

Knowledge Enhancement, Communication Skills, Confidence Building, Awareness of Trends.

Learning Outcomes:

1. Research Skills: Students learn how to gather information, analyze data, and present findings. This enhances their research abilities.
2. Presentation Skills: By delivering seminars, students improve their presentation techniques, including slide design, body language, and engaging with the audience.
3. Critical Thinking: Preparing for seminars encourages critical thinking. Students evaluate different perspectives, assess evidence, and form well-reasoned arguments.
4. Networking: Seminars provide opportunities to connect with industry professionals, guest speakers, and fellow students. Networking is crucial for future career prospects.
5. Time Management: Balancing seminar preparation with other academic tasks teaches students effective time management.

Role of the Facilitator:

The department faculty will be the facilitator. All the students will be given opportunity to prepare a seminar on the selected topic during the Library periods also. Each student should present on topic for about 10 minutes. The faculty in-charge should make the necessary facility for the presentation. The HOD is requested to deploy at least two staff members for the Assessment during the presentation.

Guided Activities:

Preparation

1. Select a Relevant Topic:
 - Choose an emerging technology that is relevant to the engineering field and has significant current and future impact.

- ☐ Ensure the topic is neither too broad nor too narrow, allowing you to cover it comprehensively within the given time.
- 2. Research Thoroughly:
 - ☐ Gather information from reputable sources such as academic journals, industry reports, and expert interviews.
 - ☐ Stay updated with the latest developments and advancements related to your chosen technology.
- 3. Define Objectives:
 - ☐ Clearly outline the learning objectives of your seminar. What should the audience learn or understand by the end of your presentation?
- 4. Structure Your Presentation:
 - ☐ Introduction: Introduce the topic and explain its importance.
 - ☐ Body: Discuss the key aspects of the technology, including its principles, applications, benefits, and challenges.
 - ☐ Conclusion: Summarize the main points and discuss future prospects.
- 5. Create Visual Aids:
 - ☐ Develop slides that are visually appealing and easy to understand.
 - ☐ Use diagrams, charts, images, and videos to illustrate complex concepts.
 - ☐ Keep text minimal on slides; use bullet points and short phrases.
- 6. Prepare Supporting Materials:
 - ☐ Provide handouts or digital resources for further reading.
 - ☐ Prepare a list of references and sources for credibility.

Presentation

- 1. Practice:
 - ☐ Rehearse your presentation multiple times.
 - ☐ Time yourself to ensure you stay within the allotted time.
 - ☐ Practice in front of friends or colleagues to get feedback.
- 2. Engage Your Audience:
 - ☐ Start with a compelling opening to grab attention.
 - ☐ Use questions and interactive elements to involve the audience.
 - ☐ Encourage participation and allow time for Q&A sessions.
- 3. Communication Skills:
 - ☐ Speak clearly and confidently.
 - ☐ Maintain eye contact with your audience.

- ☐ Use appropriate gestures and body language.
- 4. Use Technology Effectively:
 - ☐ Ensure your presentation equipment (laptop, projector, microphone) is set up and functioning properly.
 - ☐ Be familiar with the software you are using for your slides.
- 5. Handle Questions Gracefully:
 - ☐ Listen carefully to questions from the audience.
 - ☐ Answer clearly and concisely. If you don't know the answer, acknowledge it and offer to find out later.

Follow-Up

- 1. Feedback:
 - ☐ Collect feedback from your audience to understand what worked well and what can be improved.
 - ☐ Use this feedback to refine future presentations.
- 2. Provide Additional Resources:
 - ☐ Share your presentation slides and any additional resources with your audience.
 - ☐ Offer to answer further questions via email or a discussion forum.
- 3. Stay Updated:
 - ☐ Continue to follow developments in your chosen technology area.
 - ☐ Update your presentation and materials as new information becomes available.

Rubrics for the Evaluation:

1. Content Quality (40%)

- ☐ Relevance: The topic is relevant to the field of engineering and is current.
- ☐ Depth of Research: The presentation demonstrates thorough research with accurate and up-to-date information.
- ☐ Clarity of Objectives: Clear objectives are defined and met during the presentation.
- ☐ Comprehensiveness: The topic is covered comprehensively within the scope and time limits.
- ☐ Accuracy: Technical details are correct and well-explained.

2. Presentation Skills (30%)

- Clarity and Coherence: The presentation is clear, logically structured, and easy to follow.
- Engagement: The presenter engages the audience and maintains interest throughout the presentation.
- Communication: The presenter speaks clearly and confidently, using appropriate language and terminology.
- Visual Aids: Slides and other visual aids are well-designed, relevant, and enhance the presentation.

3. Delivery (20%)

- Confidence and Poise: The presenter appears confident and handles the presentation smoothly.
- Body Language: Appropriate body language, gestures, and eye contact are used.
- Time Management: The presentation is well-timed, adhering to the allotted duration.
- Handling Questions: The presenter answers questions clearly and accurately, demonstrating a good understanding of the topic.

4. Originality and Creativity (10%)

- Innovative Approach: The presentation includes original ideas or perspectives.
- Creativity: The presenter uses creative methods to explain concepts and engage the audience.

Assessment Process

1. Pre-Presentation Briefing:

- Provide students with the evaluation criteria and explain how they will be assessed.
- Ensure students understand the importance of each criterion.

2. During the Presentation:

- Use a standardized evaluation form to score each criterion. This ensures consistency and fairness.
- Have multiple assessors, if possible, to provide a balanced evaluation. Assessors can be faculty members, industry experts, or peers.

3. Post-Presentation Evaluation:

- Assessors should meet to discuss and finalize scores.
- Provide detailed feedback to students, highlighting strengths and areas for improvement.

Assessments:

Sample Evaluation Form

Criteria	Weight	Score (1-10)	Comments
Content Quality	40%		
Relevance			
Depth of Research			
Clarity of Objectives			
Comprehensiveness			
Accuracy			
Presentation Skills	30%		
Clarity and Coherence			
Engagement			
Communication			
Visual Aids			
Delivery	20%		
Confidence and Poise			
Body Language			

Time Management			
Handling Questions			
Originality and Creativity	10%		
Innovative Approach			
Creativity			
Total Score	100%		

Feedback

1. Individual Feedback:

- Provide each student with detailed feedback on their strengths and areas for improvement.
- Use the comments section in the evaluation form to offer specific suggestions.

2. General Feedback:

- Share common strengths and areas for improvement with the entire class to help all students learn and improve.

3. Follow-Up:

- Offer opportunities for students to discuss their feedback with assessors.
- Encourage students to apply feedback in future presentations and projects.

By following these guidelines, you can ensure a fair, transparent, and constructive evaluation process that helps students improve their seminar presentation skills.

	Special Interest Groups (Placement Training)
AUDIT	

*(First four digits in the subject code is Branch code)

Note: Training related to enhance the employability skill can be conducted during this period.

---- 23 - 882*	I&E / Club Activity / Community Initiatives
AUDIT	

*(First four digits in the subject code is Basic Engg. / Branch code and Seventh digit is Semester)

Club Activity

Skill Areas: Collaboration, Ownership, Interpersonal Skills
<p>Purpose:</p> <p>Club activities provide a platform for students with similar interests to engage, participate in events, workshops, and competitions. This fosters collaboration and skill development in various fields.</p>
<p>Learning Outcomes:</p> <p>At the end of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. Collaborate and work in interdisciplinary teams towards contributing effectively 2. Learn or enhance skills through workshops, competitions, and experiential learning.
<p>Focus:</p> <p>During club activities students should prioritize key focus areas to enhance their learning and impact. Here are some focus areas to consider:</p> <ol style="list-style-type: none"> 1. Collaboration & Communication 2. Identify strengths and weaknesses, and learn from experiences to foster personal growth
<p>Role of the Facilitator:</p> <p>The faculty facilitator's role is crucial in guiding and supporting students in club activities. Key aspects of their role include:</p>

1. **Mentorship and Guidance:** Faculty facilitators act as mentors, providing one-on-one or group guidance to students involved in the club.
2. **Creating a Supportive Learning Environment:** Facilitators will nurture a supportive, inclusive environment in the clubs where students freely express and learn collaboratively. They provide a platform for like-minded students to engage, collaborate, and participate.

Guided Activities:

For Club Activities, students can engage in learning and developing a new skill or enhancing their skill by involving & actively participating in one or more clubs of their interest. These clubs can be used as a platform for Personal growth.

They may include but are not limited to the following clubs: Tamil Mandram, Music, Dance, Math, Chess, Arts, Anti-drug, Photography, Sports, Astronomy, Science, Robotics, English, Theatre, NCC, NSS, Digital Media Club, Cooking, UN Sustainable Development Goal, YRC (Youth Red Cross), Olympiad clubs, etc. The Outcome can be achieved through conducting **Competitions and Challenges**.

Period Distribution

S.No	Guided Activities	Period
1	Enrolment to Clubs <ol style="list-style-type: none"> 1. Invite club representatives along with Faculty to give short presentations, and collect names of students who are interested to join 2. Students should list their top 3 preferred clubs based on their interests and submit to the respective club representative 	
2	Exploring of Clubs <ol style="list-style-type: none"> 1. Ensure students understand their responsibilities as club members. 2. Emphasize the importance of commitment and regular participation. 3. Explore with club representatives about planning and hosting competitions, or events for the club. 	

3	Learn & Exhibit <ol style="list-style-type: none"> 1. Encourage students to participate actively and showcase their skills. 2. The Faculty should provide a necessary platform to enhance students skills, learn new skills, and exhibit skill through various competitions, events or initiatives. 	
4	Recognition <ol style="list-style-type: none"> 1. Acknowledge the efforts and contributions of individual members as well as the whole club 	

Closure:

No formal documentation is needed for course completion, but students must participate in at least one or more of the clubs meeting the 30 Period Requirement.

Assessments:

No formal assessments are required for the Innovation and Entrepreneurship, Cub activities or Community Initiatives.

References/Resource Materials:

The references and resource materials required for club activities may vary based on the personal focus, goals, and also resources available at each college. However, here are some general reference materials and resources that may be helpful:

- 1. Facilities and Spaces:** Some clubs may require access to specific facilities or spaces. This can include classrooms, laboratories, meeting rooms, performance spaces, exhibition halls, or outdoor areas.
- 2. Coaching:** Students may require coaching from faculty members or professionals with relevant knowledge and experience related to the club.
- 3. Online Resources:**
 1. How to choose the Right Club for your personal growth?
<https://www.topuniversities.com/student-info/student-stories/5-common-mistakes-avoid-when-choosing-student-clubs>
 2. How to make your club great?
<https://www.pearson.com/ped-blogs/pearsonstudents/2021/04/11-tips-to->

make-a-any-college-club-great.html

Note: Innovation & Entrepreneurship and Community Initiatives awareness program and activities can also be conducted.

STUDENT INDUCTION PROGRAM CELL (SIP CELL)

The Principal or HOD will be the Chairman of the Student Induction Program Cell.

SIP Cell (or Induction Unit) will be managed by the department faculty members with the help of student volunteers.

The SIP Cell will be responsible for planning, organization, coordination and reporting of the annual Student Induction Program with the help of other faculty members and student volunteers.

Students Counselling Service (SCS)

In order to provide advice or help to the students of the institute, Student Counselling Service (SCS) needs to be initiated. Team of SCS will assist and strengthen the students at the institute for enhancing their academic skills and career developments, as well as for their overall wellness.

Student Coordinators may be appointed with the guidance of a staff mentor.

1. Wellness Coordinator.
2. Skills Coordinator
3. Career Coordinator
4. Academic Coordinator etc...

OBJECTIVE:

The objective of the SIP cell is

1. Development of a holistic perspective based on self-exploration about themselves (human being), family, society and nature/existence.
2. Understanding (or developing clarity) of the harmony in the human being, family, society and nature/existence.
3. Strengthening of self-reflection.
4. Development of commitment and courage to act.

OUTCOME:

At the end, students are expected to become more aware of themselves, and their surroundings (family, society, nature); they would become more responsible in life, and in handling problems with sustainable solutions, while keeping human relationships and human nature in mind. They would have better critical ability. They would also become sensitive to their commitment towards what they have understood (human values, human relationship and human society). It is hoped that they would be able to apply what they have learnt to their own self in different day-to-day settings in real life, at least a beginning would be made in this direction.

Note: ILE activity can be conducted and monitored by the SIP Cell.