

**SCHEME OF STUDY & EXAMINATION AND
COURSE WISE DETAILS & CONTENTS**

**DIPLOMA IN APPAREL DESIGN AND FABRICATION
TECHNOLOGY**

(C-21)

FIRST SEMESTER

W.E.F 2022-23

CURRICULUM STRUCTURE**I Semester Scheme of Studies - Diploma in Apparel and Fabrication Technology [C-21]**

| Sl. No. | Course Category / Teaching Department | Course Code | Course Title | Hours per week | | | Total contact hrs /week | Credits | CIE Marks | | SEE Marks | | Total Marks | Min Marks for Passing (including CIE marks) | Assigned Grade | Grade Point | SGPA and CGPA |
|--------------------------|---------------------------------------|-------------|---|--|----|----|-------------------------|---------|-----------|-----|-----------|-----|-------------|---|----------------|-------------|--|
| | | | | L | T | P | | | Max | Min | Max | Min | | | | | |
| THEORY COURSES | | | | | | | | | | | | | | | | | |
| 1 | FT | 7411 | Pattern Illustration-I | 4 | 0 | 0 | 4 | 4 | 50 | 20 | 50 | 20 | 100 | 40 | | | Only SGPA for 1 st Semester |
| 2 | FT | 7412 | Fashion Designing | 4 | 0 | 0 | 4 | 4 | 50 | 20 | 50 | 20 | 100 | 40 | | | |
| 3 | BE | 7413 | Basic English | 4 | 0 | 0 | 4 | 4 | 50 | 20 | 50 | 20 | 100 | 40 | | | |
| PRACTICAL COURSES | | | | | | | | | | | | | | | | | |
| 4 | FT | 7414 | Pattern & Garment Construction - I | 2 | 0 | 4 | 6 | 4 | 60 | 24 | 40 | 16 | 100 | 40 | | | |
| 5 | FT | 7415 | Fashion Sketching | 2 | 0 | 4 | 6 | 4 | 60 | 24 | 40 | 16 | 100 | 40 | | | |
| 6 | FT | 7416 | Basic Computing Techniques | 2 | 0 | 4 | 6 | 4 | 60 | 24 | 40 | 16 | 100 | 40 | | | |
| AUDIT COURSES | | | | | | | | | | | | | | | | | |
| 7 | FT | 7417 | Environmental & Sustainability | 2 | 0 | 0 | 2 | 2 | 50 | 20 | - | - | 50 | 20 | | | |
| 8 | PSY | 2101 | Psychology -I | 2 | 0 | 0 | 2 | - | - | - | - | - | - | - | | | |
| 9 | SL | 2101 | Sign Language - I | 2 | 0 | 0 | 2 | - | - | - | - | - | - | - | | | |
| 10 | AU/FT Physical Activity | | Sports / NCC / NSS / Youth Red Cross / Yoga / Technical club. | Student shall enroll in any one of these activities in 1 st semester and shall participate actively. The student shall obtain 'Participation Certificate' in the activity to get eligible for the award of Diploma. | | | | | | | | | | | | | |
| Total | | | | 24 | 00 | 36 | 36 | 26 | 380 | 152 | 270 | 108 | 650 | 260 | | | |

T:- Theory P:- Practical D:- Drawing E:- Elective FT:- ADFT:: HS-Humanities & Social Science:: AU-Audit Course

1. AU- Physical Activity- Student participation in the selected physical activity shall be monitored and the participation record shall be maintained by the respective Programme Coordinator (Head of Section).
2. Theory course Semester End Examination (SEE) is conducted for 100 marks(3 Hours duration)
3. Practical course CIE and SEE is conducted for 100 marks (3 Hours duration)

PROGRAMME COORDINATOR

PRINCIPAL

GOVERNMENT OF KARNATAKA
DEPARTMENT OF COLLEGIATE AND TECHNICAL EDUCATION
JSS POLYTECHNIC FOR THE DIFFERENTLY ABLED (AUTONOMOUS)
Programme: Apparel Design and Fabrication Technology

| | | | |
|------------------------|---|----------------------------|---|
| Course Code | : 7411 | Semester | : FIRST |
| Course Title | : Pattern Illustration-I | Course Group | : Core |
| No. of Credits | : 4 | Type of Course | : Lecture |
| Course Category | : FT | Total Contact Hours | : 4 Hrs Per Week 64 Hrs per semester |
| Pre requisites | : Knowledge of basic pattern construction | Teaching Scheme | : (L:T:P)-4:0:0 |
| CIE Marks | : 50 | SEE Marks | : 50 |

Course Objectives:

1. To know the various tools and equipment in field of Pattern Making
2. To understand the various types of measurements and techniques in Pattern Making
3. To evaluate the components required for garment
4. To analyze various measurements for creating Components of a Garment

| Course Content | |
|--|---|
| Unit-1 TOOLS AND EQUIPMENTS Allotted Hrs:13 Hrs | |
| 1.1 | Measuring and Drafting Tools Measuring Tape, Drafting Tables, L-square, French curve, Marking Chalk with neat sketch. |
| 1.2 | Cutting tools - Cutting Table, Scissors, Pinking Shears, Stiletto, Tracing Wheel with neat Sketch. |
| 1.3 | Sewing Tools : Hand needles- Machine needles, Sewing Threads, Thimble, Pin cushion with Neat sketch. |
| 1.4 | Finishing tools : Trimmers and seam rippers with neat sketch. |
| 1.5 | Pressing tools : Ironing table, Iron Box, Sleeve board, Needle board with neat sketch. |
| Unit-2 MEASUREMENTS Allotted Hrs : 10 Hrs | |
| 2.1 | Principles and Importance of measurements |
| 2.2 | Method of Measuring : Direct Measurements, Indirect measurements. |
| 2.3 | Classification of Measurements: Vertical, Horizontal and Circular measurements. |
| 2.4 | Principles of drafting and cutting. |
| Unit-3 NECKLINES Allotted Hrs:14 Hrs | |
| 3.1 | Introduction and Classification to Necklines |
| 3.2 | Drafting five basic Necklines for Girls Garments |
| 3.3 | Drafting five Decorative Necklines for Girls Garments |
| 3.4 | Drafting and Construction–Sleeve less Zabla and A-Line frock. |

| Unit-4 SLEEVES | | Allotted Hrs:12 Hrs |
|---------------------------------------|---|----------------------------|
| 4.1 | Drafting and Construction of following - Set in Sleeves, Plain sleeves, Puff Sleeves, Bell Sleeves, Leg-o-Mutton Sleeves, Bishop Sleeves, and Circular Sleeves. | |
| 4.2 | Drafting and Construction– Body Frock with Square neck line and Puff Sleeves | |
| Unit-5 PLEATS, DARTS AND TUCKS | | Allotted Hrs:15 Hrs |
| 5.1 | Introduction to Pleats– Knife pleat, box pleats, inverted box pleat and gathers. | |
| 5.2 | Introduction to Darts- Arrow head dart and fish dart | |
| 5.3 | Introduction to Tucks– Pin tucks, cross tucks, corded tucks, Space tucks and blind tucks. | |
| 5.4 | Drafting and Construction– Uniform Skirt with any of the above mentioned pleats. | |

References:**a) Suggested Learning Resources**

1. Zarapkar System of Cutting, Arvind Zarapkar, Navneet
2. Complete Guide to Sewing, Reader's Digest
3. Cutting and Tailoring, Gayatri Verma
4. Cutting and Tailoring Vol2, Eshwari Anwani

Books:**a) Open source software and website address:**

<https://www.youtube.com/watch?v=S4lhDwFxdtk>

<https://www.youtube.com/watch?v=EdJSUd71CdI>

<https://www.youtube.com/watch?v=U68FvwHaOoE>

<https://www.youtube.com/watch?v=EZfb6Rpq3yc>

<https://www.youtube.com/watch?v=Oc3jOfpgvOU>

Teachers should use the following strategies to achieve the various outcomes of the course.

1. Different methods of teaching and media to be used to attain classroom attention.
2. Massive open online courses (MOOCs) may be used to teach various topics/subtopics.
3. 15-20% of the topics which are relatively simpler or descriptive in nature should be given to the students for self-learning and assess the development of competency through classroom presentations.
4. Micro-projects may be given to group of students for hand-on experiences
5. Encouraging students to visit to Govt. offices/ corporate offices/Business establishments/Libraries etc around the institution.

Course outcomes:**a) Attend of the course student will be able to:**

CO1.To understand various tools and equipments.

CO2.Application of measurements on various components and garments.

CO3.Construct various types of sleeves and Pleats

CO4.Compile various components to finish a garment

Detailed Course content

| Unit No & Name | Detailed Course Content | CO | PO | Contact Hrs |
|--|---|----|----|-------------|
| 1. TOOLS AND EQUIPMENTS | Measuring and Drafting Tools- Measuring Tape, Drafting Tables. | 1 | 4 | 1 |
| | L-square, French curve, Marking Chalk with neat sketch. | 1 | 4 | 1 |
| | Cutting tools -Cutting Table. | 1 | 4 | 1 |
| | Cutting tools - Scissors, Pinking Shears. | 1 | 4 | 1 |
| | Cutting tools - Stiletto, Tracing Wheel with neat sketch. | 1 | 4 | 1 |
| | Sewing Tools :Hand needles | 1 | 4 | 1 |
| | Sewing Tools: Machine needles. | 1 | 4 | 1 |
| | Sewing Threads, Thimble, Pin cushion with neat sketch. | 1 | 4 | 1 |
| | Finishing tools: Trimmers and seam rippers with neat sketch | 1 | 4 | 1 |
| | Pressing tools: Ironing table, | 1 | 4 | 1 |
| | Pressing tools: Iron Box with neat sketch. | 1 | 4 | 1 |
| | Pressing tools: Sleeve board, | 1 | 4 | 1 |
| | Pressing tools: Needle board with neat sketch. | 1 | 4 | 1 |
| 2. MEASUREMENTS | Principles of measurements | 2 | 1 | 1 |
| | Importance of measurements | 2 | 1 | 1 |
| | Method of Measuring: Direct measurements | 2 | 1 | 1 |
| | Method of Measuring: Indirect measurements. | 2 | 1 | 1 |
| | Classification of Measurements | 2 | 1 | 1 |
| | Classification of Vertical Measurements | 2 | 1 | 1 |
| | Classification of Horizontal Measurements | 2 | 1 | 1 |
| | Classification of Circular Measurements | 2 | 1 | 1 |
| | Principles of drafting. | 2 | 1 | 1 |
| Principles of cutting. | 2 | 1 | 1 | |
| 3. NECKLINES | Introduction to Neck lines | 4 | 3 | 1 |
| | Classification to Necklines | 4 | 3 | 1 |
| | Drafting of basic Necklines - U-neck and Square neck for Girls Garments | 4 | 3 | 1 |
| | Drafting of basic Necklines - V-neck and scoop neck for Girls Garment. | 4 | 3 | 1 |
| | Drafting of basic Necklines- Sweetheart neck. | 4 | 3 | 1 |
| | Drafting of Decorative Necklines - Asymmetric neck . | 4 | 3 | 1 |
| | Drafting of Decorative Necklines - boat neck for Girls Garments. | 4 | 3 | 1 |
| | Drafting of Decorative Necklines - High neck[Turtle neck] | 4 | 3 | 1 |
| | Drafting of Decorative Necklines - Keyhole neck , | 4 | 3 | 1 |
| | Drafting of Decorative Necklines - Halter neck for Girls Garments | 4 | 3 | 1 |
| | Drafting–Sleeve less Zabla | 4 | 3 | 1 |
| | Construction–Sleeve less Zabla | 4 | 3 | 1 |
| | Drafting -A-Line frock | 4 | 3 | 1 |
| Construction -A-Line frock | 4 | 3 | 1 | |

| | | | | |
|---------------------------------------|---|------------------------------------|---|-----------|
| 4. SLEEVES | Drafting Construction-Plain sleeves | 3 | 3 | 1 |
| | Drafting Construction-Set in Sleeves | 3 | 3 | 1 |
| | Drafting -Puff Sleeves | 3 | 3 | 1 |
| | Construction - Puff Sleeves | 3 | 3 | 1 |
| | Drafting Construction - Bell Sleeves | 3 | 3 | 1 |
| | Drafting Construction Leg-o-Mutton Sleeves | 3 | 3 | 1 |
| | Drafting Construction Bishop Sleeves | 3 | 3 | 1 |
| | Drafting Construction Circular Sleeves | 3 | 3 | 1 |
| | Drafting Body Frock | 3 | 3 | 1 |
| | Construction Square neckline | 3 | 3 | 1 |
| | Construction Puff Sleeves | 3 | 3 | 1 |
| | Construction–Body Frock | 3 | 3 | 1 |
| | Construction– Square neck line and Puff Sleeves | 3 | 3 | 1 |
| | 5. PLEATS,DARTS ANDTUCKS | Introduction to Pleats-Knife pleat | 3 | 6 |
| Box pleats | | 3 | 6 | 1 |
| Inverted box pleat | | 3 | 6 | 1 |
| Gathers. | | 3 | 6 | 1 |
| Introduction to Darts-Arrow head dart | | 3 | 6 | 1 |
| Fish dart | | 3 | 6 | 1 |
| Introduction to Tucks –Pin tucks | | 3 | 6 | 1 |
| Cross tucks | | 3 | 6 | 1 |
| Corded tucks | | 3 | 6 | 1 |
| Space tucks | | 3 | 6 | 1 |
| Blind tucks | | 3 | 6 | 1 |
| Drafting-Uniform Skirt | | 3 | 6 | 1 |
| Drafting - Knife Pleat | | 3 | 6 | 1 |
| Construction-Uniform Skirt | | 3 | 6 | 1 |
| Construction- Box Pleat | 3 | 6 | 1 | |
| TOTAL | | | | 64 |

Mapping of Course Outcomes with Programme Outcomes

| CO | Course Outcome | PO Mapped | Cognitive Level R/U/A | Theory Sessions In Hrs | Allotted marks for SEE on Cognitive levels | | | TOTAL |
|-----|---|-----------|-----------------------|------------------------|--|----|----|------------|
| | | | | | R | U | A | |
| CO1 | To understand various tools and equipments. | 1,4,7 | R,U,A | 14Hrs | 10 | 20 | - | 30 |
| CO2 | Application of measurements on various components and garments. | 2,3,7 | R,U,A | 12Hrs | 10 | 20 | 20 | 50 |
| CO3 | Construct various types of Sleeves and Pleats | 2,3,7 | R,U,A | 12hrs | 10 | 20 | 20 | 50 |
| CO4 | Compile various components to Finish a garment. | 3,6,7 | R,U,A | 22Hrs | 10 | 20 | 20 | 50 |
| | Total Hours of instruction | | | 64 | Total marks | | | 200 |

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

Level of Mapping PO's with CO's

| Course | CO's | Programme Outcomes(PO's) | | | | | | |
|------------------------|------|--------------------------|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Pattern Illustration-I | CO1 | 1 | 0 | 0 | 1 | 0 | 0 | 3 |
| | CO2 | 0 | 2 | 3 | 0 | 0 | 0 | 3 |
| | CO3 | 0 | 2 | 3 | 0 | 0 | 0 | 3 |
| | CO4 | 0 | 0 | 3 | 0 | 0 | 1 | 3 |

Level 3-Highly Mapped, Level 2-Moderately Mapped, Level 1-Low Mapped, Level 0-Not Mapped

1. Method is to relate the level of PO with the number of hours devoted to the CO's which maps the given PO.
2. If > 50% of classroom sessions related to the CO are addressing a particular PO, it is considered that PO is mapped at Level 3
3. If 30 to 50% of classroom sessions related to the CO are addressing a particular PO, it is considered that PO is mapped at Level 2
4. If 5 to 30% of classroom sessions related to the CO are addressing a particular PO, it is considered that PO is mapped at Level 1
5. If < 5% of classroom sessions related to the CO are addressing a particular PO, it is considered that PO is considered not- mapped i.e.; Level 0

Course Assessment and Evaluation Chart

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

Assessment Methodology

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

| Sl. No | Assessment | Mode of Assessment | Schedule of Assessment | Duration | Max marks | Conversion after taking Average |
|--|-------------------------------|------------------------------|------------------------------|------------|-----------|---------------------------------|
| 1 | CIE Assessment 1 | Written Test-1 | End of 3 rd week | 80 minutes | 30 | 30 |
| 2 | CIE Assessment 2 | Written Test-2 | End of 7 th week | 80 minutes | 30 | |
| 3 | CIE Assessment 3 | Written Test-3 | End of 13 th week | 80 minutes | 30 | |
| 4 | CIE Assessment 4 | MCQ/Quiz | End of 5 th week | 60 minutes | 20 | 20 |
| 5 | CIE Assessment 5 | Open Book Test | End of 9 th week | 60 minutes | 20 | |
| 6 | CIE Assessment 6 | Student Activity /Assignment | End of 11 th week | - | 20 | |
| Total Continuous Internal Assessment (CIE) Marks | | | | | | 50 |
| 7 | SEE- Semester End Examination | Written Examination | As per BTE | 3Hours | 100 | 50 |
| Total Marks | | | | | | 100 |

Note: Assessment of student activity/ Assignment is to be evaluated through appropriate rubrics by the respective course coordinator.

Rubrics Format (for reference only) for Student activity / Mini Project Assessment Rubrics dimensions can be framed by course coordinator .

| DIMENSION | Unsatisfactory2 | Developing4 | Satisfactory6 | Good8 | Exemplary10 | Score |
|-------------------------------|--|---|--|---|--|-------------------|
| Collection of data | Does not collect any information Relating to the topic | Collects very limited information; Some relate To the topic | Collects some basic information; Refer to the topic | Collects relevant information; Concerned to The topic | Collects a great deal of information; All refer to The topic | 6 |
| Fulfill team's Roles & duties | Does not Perform any Duties assigned To the team role | Performs Very little duties | Performs Nearly all duties | Performs all duties | Performs all duties of assigned Team roles with presentation | 8 |
| Shares work equally | Always relies on others to do the work | Rarely does the assigned work; often needs reminding | Usually does the assigned work; rarely needs reminding | Does the assigned job without having to be reminded. | Always does the assigned work without having to be reminded and on given timeframe | 6 |
| Listen to other Team mates | Is always talking; never allows anyone else to speak | Usually does most of the talking; rarely allows others to speak | Listens, but sometimes talk too much | Listens and contributes to the relevant topic | Listens and contributes precisely to the relevant topic and exhibit leadership qualities | 6 |
| TOTAL | | | | | | 26/4=6.5=7 |

Suggested Activities

1. Collect the pictures of various tools & equipment’s related to art of dress making
2. Write a foot note on the various tools & equipment’s collected.
3. Collect the pictures of various sleeves to the present trends.

Model Question Paper IA Test (CIE)

| Course Name | | CIE | | Sem | | Date: | |
|-------------|--|----------|---------|-------|----|-------|-------|
| Course Code | | Duration | 80 mins | Marks | 30 | | |
| Q.NO | QUESTIONS | | | CL | CO | PO | Marks |
| I | Fill in the blanks a) b) c) d) e) Answer the following | | | | | | |
| II | a) OR b) | | | | | | |
| III | a) OR b) | | | | | | |
| IV | Fill in the blanks a) b) c) d) e) Answer the following | | | | | | |
| V | a) OR b) | | | | | | |
| VI | a) OR b) | | | | | | |

IC :210

Code:7411

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

Model Question Paper Semester End Examination
PATTERN ILLUSTRATION - I

[Time: 03 Hours]

[Max. Marks :

100]

Instructions: Answer all the question considering, internal choice and Objective Types Questions are compulsory

| Q.NO | CL | COs | Questions | Marks |
|--------------------|----|-----|----------------------|-------|
| SECTION - A | | | | |
| 1 | | | a) b) c) d) | |
| 2 | | | a) OR b) | |
| 3 | | | a) OR b) | |
| SECTION - B | | | | |
| 4 | | | a) b) c) d) | |
| 5 | | | a) OR b) | |
| 6 | | | a) OR b) | |
| SECTION - C | | | | |
| 7 | | | a) b) c) d) | |
| 8 | | | a) OR b) | |
| 9 | | | a) OR b) | |
| SECTION - D | | | | |
| 10 | | | a) b) c) d) | |
| 11 | | | a) OR b) | |
| 12 | | | a) OR b) | |
| SECTION - E | | | | |
| 13 | | | a) b) c) d) | |
| 14 | | | a) OR b) | |
| 15 | | | a) OR b) | |

Model Question Bank

| UNIT 1 | | | |
|---|------------------|-----------|--------------|
| Questions | CL(R/U/A) | CO | Marks |
| Name four drafting tools. | R | CO1 | 2 |
| Name four cutting tools. | R | CO1 | 2 |
| Explain scissors. | U | CO1 | 4 |
| Explain hand needle. | U | CO1 | 4 |
| Describe needle board and sleeve board with neat sketch. | A | CO1 | 7 |
| Describe stiletto and thimble with neat sketch | A | CO1 | 7 |
| UNIT 2 | | | |
| Explain measurements. | R | CO2 | 2 |
| List out measurements. | R | CO2 | 2 |
| Explain circular measurements. | U | CO2 | 4 |
| Describe principles of measurements. | U | CO2 | 4 |
| Classify measurements and explain. | A | CO2 | 7 |
| Explain direct and indirect measurements. | A | CO2 | 7 |
| UNIT 3 | | | |
| Define neckline. | R | CO2 | 2 |
| Classify neckline. | U | CO2 | 2 |
| Distinguish basic neckline and decorative neckline. | U | CO2 | 4 |
| Draft basic neckline. | A | CO2 | 4 |
| Draft any two decorative neckline and write the construction. | A | CO2 | 7 |
| UNIT 4 | | | |
| Define set in sleeve. | R | CO3 | 2 |
| State different types of sleeve. | U | CO3 | 2 |
| Draw the style feature of bell sleeve and colour it | U | CO3 | 4 |
| Explain any two measurement required for body frock. | A | CO3 | 4 |
| Draft a puff sleeve for the given size. | A | CO3 | 7 |
| UNIT 5 | | | |
| Define pleats. | R | CO3 | 2 |
| Discuss the pleats. | U | CO3 | 2 |
| Explain corded tucks. | U | CO3 | 4 |
| Explain darts. | A | CO3 | 4 |
| Draft a uniform skirt and the construction. | A | CO3 | 7 |

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JSS POLYTECHNIC FOR THE DIFFERENTLY ABLED (AUTONOMOUS)
Programme: Apparel Design and Fabrication Technology

| | | | | | |
|------------------------|---|--|----------------------------|---|--|
| Course Code | : | 7412 | Semester | : | FIRST |
| Course Title | : | Fashion Designing | Course Group | : | Core |
| No. of Credits | : | 4 | Type of Course | : | Lecture |
| Course Category | : | FT | Total Contact Hours | : | 4 Hrs Per Week 64Hrspersemester |
| Prerequisites | : | Knowledge of Basic Designing Skills | Teaching Scheme | : | (L:T:P)-4:0:0 |
| CIE Marks | : | 50 | SEE Marks | : | 50 |

Course Objectives:

1. To understand eight, ten and twelve heads theory
2. To apply designing principles and use of elements in design
3. To analyze the costumes of various states
4. To understand the present trends

Course Content

| | | |
|------------------------------|--|---------------------------|
| UNIT-1 HUMANANATOMY | | Allotted Hrs:12Hrs |
| 1.1 | Knowledge of Eight head theory | |
| 1.2 | Division of human figure according to eight head, its importance and uses. | |
| 1.3 | Study of human figures – proportionate figure, abnormal figure, tall and thin figure, short and stout figure, corpulent figure, semi corpulent figure, erect figure. | |
| 1.4 | Technical terms- fad, fashion, fashion designer, haute couture, mannequin, texture, custom made, vogue | |
| UNIT-2 COLORS | | Allotted Hrs:12Hrs |
| 2.1 | Study of color- primary, secondary, intermediate, monochromatic, complimentary, analogous, color wheel, properties of color, application of color, | |
| 2.2 | Principles of Design – proportion, Balance, repetition, gradation, harmony, contrast, rhythm | |
| 2.3 | Elements of design – dot, Line, Shape, value, color, Textures, | |
| 2.4 | Types of Silhouettes: Natural body silhouette, Slimline, Rectangular, Wedge Silhouette, Hourglass silhouette. | |
| UNIT -3 FIGUREDRAWING | | Allotted Hrs:12Hrs |
| 3.1 | Draw the stick figures using eight heads theory, | |
| 3.2 | Draw the stick figures using ten heads theory | |
| 3.3 | Draw the stick figures using twelve heads theory. | |
| 3.3 | Draw the different postures of stick figure—front, back, side of ten heads theory | |
| 3.4 | Draw the different postures of stick figure—front, back, side of Twelve heads theory | |

| UNIT-4 INTRODUCTION TO FASHION | | Allotted Hrs:14Hrs |
|---------------------------------------|---|---------------------------|
| 4.1 | Introduction and definition of fashion | |
| 4.2 | Evolution of fashion and Fashion cycle- Trends, Cycles, Taste, classic, Fad | |
| 4.3 | Types of Fashion-Street Fashion, Haute Couture, High Fashion, Mass Fashion, | |
| 4.4 | Sources of Inspiration-Nature, Historical monuments, Museums, Ethnic, Costumes | |
| 4.5 | Study of Accessories–TYPES: Headgears, Footwear, Jewelleries, Bags. | |
| UNIT-5 COSTUMES | | Allotted Hrs:14Hrs |
| 5.1 | History of Indian costumes from ancient to modern times | |
| 5.2 | Study of Bridal Costumes of following States with illustration a) Karnataka, b) Andhra Pradesh, c) Tamil Nadu, d) Kashmir, e) Punjab, f)Gujarat | |

References:**Suggested Learning Resources:**

1. Elements of Fashion --Anwani
2. Fashion the ultimate book of Costume and Style
3. A History of Fashion -Frances Kennett
4. Fashion Buying—Helen
5. Fashion Design Drawing & Presentation, Ireland Patrick Jon
6. Fashion design Illustration: Children, Ireland Patrick John,
7. Fashion Design Illustration : Men, Ireland Patrick John
8. Fashion Design illustrations, Ritu
9. Foundation in fashion design and illustration – Julian Seaman
10. The fashion designer textile directory-gail bansh
11. Fashion sketch pad- Tamardaniend
12. 200 skill every fashion designer must have- Aisling mckeeffy
13. men’s wear fashion illustration Resource book
14. how to draw fashion figure – Itrina v ivanova

Books:**(b) Open source software and website address:**

http://www.youtube.com/subscription_c...

<https://www.youtube.com/watch?v=3xSEc217FA8>

<https://www.collegefashion.net/college-life/how-to-make-fashion-sketches/>

<https://www.fashionillustrationtribe.com/fashion-sketching-for-beginners/>

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1. Different methods of teaching and media to be used to attain classroom attention.
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3. 15-20% of the topics which are relatively simpler or descriptive in nature should be given to the students for self-learning and assess the development of competency through classroom
4. Micro-projects may be given to group of students for hand-on experiences
5. Encouraging students to visit to Govt. offices/ Corporate offices/Business establishments/ Libraries etc around the institution.

Course outcomes:

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

- CO1. To understand eight head theory and application of fashion designing.
- CO2. To know various silhouettes to draw high fashion garments.
- CO3. Ability to draw different state costume and accessories.
- CO4. Ability to use different color and texture.

| Unit No & Name | Detailed Course Content | CO | PO | Contact Hrs |
|-----------------------------|---|----|----|-------------|
| 1. HUMANANATOMY | Knowledge of Eight head theory | 1 | 1 | 1 |
| | Division of human figure according to eight head | 1 | 1 | 1 |
| | Importance of eight head figure. | 1 | 1 | 1 |
| | Uses of eight head figure. | 1 | 1 | 1 |
| | Study of human figures – proportionate figure, | 1 | 1 | 1 |
| | Study of human figures – abnormal figure | 1 | 1 | 1 |
| | Study of human figures – Tall | 1 | 1 | 1 |
| | Study of human figures – Thin figure | 1 | 1 | 1 |
| | Study of human figures – Short and stout figure | 1 | 1 | 1 |
| | Study of human figures – corpulent figure | 1 | 1 | 1 |
| | Study of human figures – Semi corpulent figure, Erect figure. | 1 | 1 | 1 |
| | Technical terms- Fad, Fashion, | 1 | 1 | 1 |
| | Technical terms- Fashion Designer | 1 | 1 | 1 |
| | Technical terms -Haute Couture, Mannequin | 1 | 1 | 1 |
| Texture, Custom Made, Vogue | 1 | 1 | 1 | |

| | | | | |
|--|---|---|---|---|
| 2. COLORS | Study of color-primary, secondary, | 2 | 3 | 1 |
| | intermediate, monochromatic | 2 | 3 | 1 |
| | Complimentary, analogous, | 2 | 3 | 1 |
| | Color wheel | 2 | 3 | 1 |
| | Properties of color, | 2 | 3 | 1 |
| | Application of color | 2 | 3 | 1 |
| | Principles of Design–Proportion, Balance, | 2 | 3 | 1 |
| | Repetition, Gradation, | 2 | 3 | 1 |
| | harmony, contrast, rhythm | 2 | 3 | 1 |
| | Elements of Design–Dot, Line, | 2 | 3 | 1 |
| | Elements of Design– Shape, value, | 2 | 3 | 1 |
| | Elements of Design– color, Textures | 2 | 3 | 1 |
| | Types of Silhouettes: Natural body silhouette, Slim line | 2 | 3 | 1 |
| | Rectangular, Wedge Silhouette, | 2 | 3 | 1 |
| Hour glass silhouette. | 2 | 3 | 1 | |
| 3. FIGUREDRAWING | Draw the stick figures using eight heads theory | 2 | 7 | 1 |
| | Draw the stick figures using ten heads theory | 2 | 7 | 1 |
| | Draw the stick figures using twelve heads theory. | 2 | 7 | 1 |
| | Draw Front postures of stick figure using 10 head theory. | 2 | 7 | 1 |
| | Draw back postures of stick figure using 10 head theory | 2 | 7 | 1 |
| | Draw Side postures of stick figure using 10 head theory. | 2 | 7 | 1 |
| | Draw Front postures of stick figure using 12 head theory. | 2 | 7 | 1 |
| | Draw Back postures of stick figure using 12 head theory. | 2 | 7 | 1 |
| | Draw Side postures of stick figure using 12 head theory | 2 | 7 | 1 |
| 4. INTRODUCTION TO FASHION | Introduction to Fashion | 3 | 3 | 1 |
| | Definition of Fashion | 3 | 3 | 1 |
| | Evolution of Fashion | 3 | 3 | 1 |
| | Fashion cycle-Trends, Cycles, | 3 | 3 | 1 |
| | Fashion cycle-Taste, classic, Fad | 3 | 3 | 1 |
| | Types of Fashion-Street Fashion | 3 | 3 | 1 |
| | Types of Fashion-Haute Couture | 3 | 3 | 1 |
| | Types of Fashion-High Fashion, | 3 | 3 | 1 |
| | Types of Fashion - Mass Fashion | 3 | 3 | 1 |
| | Sources of Inspiration- Nature, | 3 | 3 | 1 |
| | Sources of Inspiration- Historical monuments, | 3 | 3 | 1 |
| | Sources of Inspiration- Museums Ethnic, | 3 | 3 | 1 |
| | Sources of Inspiration- Costumes | 3 | 3 | 1 |
| | Study of Accessories – Types: Headgears, Footwear, | 3 | 3 | 1 |
| Study of Accessories – Jewelleries , Bags. | 3 | 3 | 1 | |

| | | | | |
|------------------------|--|---|---|-----------|
| 5. COSTUMES | History of Indian costumes . | 4 | 7 | 1 |
| | History of Indian costumes - ancient | 4 | 7 | 1 |
| | History of Indian costumes - modern time | 4 | 7 | 1 |
| | Study of Bridal Costumes of following States with illustration | 4 | 7 | 1 |
| | Study of Bridal Costumes of Karnataka with illustration | 4 | 7 | 1 |
| | Study of Bridal Costumes of Andhra Pradesh with illustration | 4 | 7 | 1 |
| | Study of Bridal Costumes of Tamil Nadu with illustration | 4 | 7 | 1 |
| | Study of Bridal Costumes of Kashmir with illustration | 4 | 7 | 1 |
| | Study of Bridal Costumes of Punjab with illustration | 4 | 7 | 1 |
| | Study of Bridal Costumes of Gujarat with illustration | 4 | 7 | 1 |
| TOTAL | | | | 64 |

Mapping of Course Outcomes with Programme Outcomes

| CO | Course Outcome | PO Mapped | Cognitive Level | Theory Sessions In Hrs | Allotted marks for SEE on Cognitive levels | | | TOTAL |
|-----|---|-----------------------------------|-----------------|------------------------|--|----|-----|------------|
| | | | | | R | U | A | |
| | | | R/U/A | | R | U | A | |
| CO1 | To understand eight head theory and application of fashion designing. | 1,3,7 | R,U,A | 13Hrs | 10 | -- | 20 | 30 |
| CO2 | To know various silhouettes to draw high fashion garments. | 2,3,7 | R,U,A | 13Hrs | 10 | 20 | --- | 30 |
| CO3 | Ability to draw different state costume and accessories. | 4,6,7 | R,U,A | 15hrs | 10 | 20 | 20 | 50 |
| CO4 | Ability to use different color And texture. | 3,4,6,7 | R,U,A | 23Hrs | 10 | 40 | 40 | 90 |
| | | Total Hours of instruction | | 64 | Total marks | | | 200 |

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

Level of Mapping PO's with CO's

| Course | CO's | Programme Outcomes(PO's) | | | | | | |
|-------------------|------|--------------------------|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Fashion Designing | CO1 | 1 | 0 | 3 | 0 | 0 | 0 | 3 |
| | CO2 | 0 | 1 | 3 | 1 | 0 | 0 | 3 |
| | CO3 | 1 | 0 | 0 | 3 | 0 | 3 | 3 |
| | CO4 | 0 | 0 | 3 | 3 | 0 | 3 | 3 |

- Level 3- Highly Mapped, Level 2- Moderately Mapped, Level 1-Low Mapped, Level 0-Not Mapped
- Method is to relate the level of PO with the number of hours devoted to the CO's which maps the given PO.
- If $\geq 50\%$ of classroom sessions related to the CO are addressing a particular PO, it is considered that PO is mapped at Level 3
- If 30 to 50% of classroom sessions related to the CO are addressing a particular PO, it is considered that PO is mapped at Level 2
- If 5 to 30% of classroom sessions related to the CO are addressing a particular PO, it is considered that PO is mapped at Level 1
- If $< 5\%$ of classroom sessions related to the CO are addressing a particular PO, it is considered that PO is considered not- mapped i.e.; Level 0

Course Assessment and Evaluation Chart

| Assessment Method | Type of Assessment | | Target | Assessment methods | Max Marks | Type of record | CO's for assessment |
|---------------------|----------------------|-------------------------------|-----------------|--|-----------|-----------------------|---|
| Direct Assessment | CIE | Continuous | STUDENT | Three Tests (Average of Three Tests will be Computed) | 30 | Blue Books | All CO's |
| | | IA Testes | | MCQ/Quiz+ Open book test + Assignment / Student Activity | | | |
| | | Assignment & Student activity | Total CIE Marks | 50 | | | |
| | SEE | Semester End Exam | | End of the Course | 50 | Answer Scripts by BTE | All CO's |
| | | | | Total | 100 | | |
| Indirect Assessment | Student feed back | | STUDENT | Middle of the course | -NA- | Feedback forms | CO's which recovered |
| | End of Course survey | | | End of course | | Question-naire | All CO's Effectiveness of delivery of instructions and assessment methods |

Assessment Methodology

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

| Sl. No | Assessment | Mode of Assessment | Schedule of Assessment | Duration | Maxmarks | Conversion after taking Average |
|--|-------------------------------|------------------------------|------------------------------|------------|----------|---------------------------------|
| 1 | CIE Assessment 1 | Written Test-1 | End of 3 rd week | 80 minutes | 30 | 30 |
| 2 | CIE Assessment 2 | Written Test-2 | End of 7 th week | 80 minutes | 30 | |
| 3 | CIE Assessment 3 | Written Test-3 | End of 13 th week | 80 minutes | 30 | |
| 4 | CIE Assessment 4 | MCQ/ Quiz | End of 5 th week | 60 minutes | 20 | 20 |
| 5 | CIE Assessment 5 | Open Book Test | End of 9 th week | 60 minutes | 20 | |
| 6 | CIE Assessment 6 | Student Activity /Assignment | End of 11 th week | - | 20 | |
| Total Continuous Internal Assessment (CIE) Marks | | | | | | 50 |
| 7 | SEE- Semester End Examination | Written Examination | As per BTE | 3Hours | 100 | 50 |
| Total Marks | | | | | | 100 |

Note: Assessment of student activity/ Assignment is to be evaluated through appropriate rubrics by the respective course coordinator.

Rubrics Format (for reference only) for Student activity / Mini Project Assessment
Rubrics dimensions can be framed by course coordinator

| DIMENSION | Unsatisfactory 2 | Developing 4 | Satisfactory 6 | Good 8 | Exemplary 10 | Score |
|--|--|---|--|---|--|-------------------|
| Collection of data | Does not collect any information Relating to the topic | Collects very limited information; Some relate To the topic | Collects some basic information; Refer to the topic | Collects relevant information; concerned to the topic | Collects a great deal of information; All refer to the topic | 6 |
| Fulfill team's Roles & duties | Does not Per for many duties assigned To the team role | Performs Very little duties | Performs Nearly all duties | Performs all duties | Performs all Duties of assigned Team roles with presentation | 8 |
| Shares work equally | Always relies on others to do the work | Rarely does the assigned work; often needs reminding | Usually does the assigned work; rarely needs reminding | Does the assigned job without having to be reminded. | Always does the assigned work without having to be reminded And on given timeframe | 6 |
| Listen to Other Team mates | Is always talking; never Allows anyone Else to speak | Usually Does most Of the talking; rarely allows Others to speak | Listens, but sometimes Talk too much | Listens and contributes To the relevant topic | Listens and contributes Precisely to The relevant Topic and exhibit leadership qualities | 6 |
| TOTAL | | | | | | 26/4=6.5=7 |

Suggested Activities:

1. Collect the latest color trends in the market
2. Collect the different postures of mannequins.
3. Apply different elements of designs on mannequins
4. Draw colour wheel and explain, discuss the psychological effect of colour.
5. Put all the above in a folder

Model Question Paper IA Test (CIE)

| Course Name | CIE | Sem | Date: | | | |
|-------------|--|---------|-------|----|----|-------|
| Course Code | Duration | 80 mins | Marks | 30 | | |
| Q.NO | QUESTIONS | | CL | CO | PO | Marks |
| I | Fill in the blanks a) b) c) d) e) | | | | | |
| II | Answer the following a) | | | | | |
| | OR | | | | | |
| III | a) | | | | | |
| | OR | | | | | |
| IV | Fill in the blanks a) b) c) d) e) | | | | | |
| V | Answer the following a) | | | | | |
| | OR | | | | | |
| VI | a) | | | | | |
| | OR | | | | | |
| | b) | | | | | |

IC :210

Code:7412

Reg. No

Model Question Paper Semester End Examination
FASHION DESIGNING

[Time: 03 Hours]
100]

[Max. Marks :

Instructions: Answer all the question considering, internal choice and Objective Types Questions are compulsory

| Q.NO | CL | COs | Questions | Marks |
|-------------------|----|-----|-----------|-------|
| SECTION -A | | | | |
| 1 | | | a) | |
| | | | b) | |
| | | | c) | |
| | | | d) | |
| 2 | | | a) OR b) | |
| 3 | | | a) OR b) | |
| SECTION -B | | | | |
| 4 | | | a) | |
| | | | b) | |
| | | | c) | |
| | | | d) | |
| 5 | | | a) OR b) | |
| 6 | | | a) OR b) | |
| SECTION -C | | | | |
| 7 | | | a) | |
| | | | b) | |
| | | | c) | |
| | | | d) | |
| 8 | | | a) OR b) | |
| 9 | | | a) OR b) | |
| SECTION -D | | | | |
| 10 | | | a) | |
| | | | b) | |
| | | | c) | |
| | | | d) | |
| 11 | | | a) OR b) | |
| 12 | | | a) OR b) | |
| SECTION -E | | | | |
| 13 | | | a) | |
| | | | b) | |
| | | | c) | |
| | | | d) | |
| 14 | | | a) OR b) | |
| 15 | | | a) OR b) | |

Model Question Bank

| UNIT1 | | | | |
|---------------|---|-----------------------|-----------|--------------|
| Sl. No | Questions | CL(R /U/A) | CO | Marks |
| 1. | Define eight head theory. | R | CO1 | 2 |
| 2. | Divide human figure according to eight head theory. | U | CO1 | 4 |
| 3. | Draw the eight head human figure. | A | CO1 | 7 |
| UNIT2 | | | | |
| 1. | Define silhouette. | R | CO2 | 2 |
| 2. | Enlist any four silhouette. | U | CO2 | 4 |
| 3. | Illustrate colour wheel and explain. | A | CO2 | 7 |
| UNIT3 | | | | |
| 1. | Define stick figure. | R | CO3 | 2 |
| 2. | Differentiate croquies and stick figure. | U | CO3 | 4 |
| 3. | Draw the stick figure of eight head theory. | A | CO3 | 7 |
| UNIT4 | | | | |
| 1. | Define fashion. | R | CO4 | 2 |
| 2. | Explain FAD. | U | CO4 | 4 |
| 3. | Describe fashion cycle with neat sketch. | A | CO4 | 7 |
| UNIT5 | | | | |
| 1. | Define costume. | R | CO5 | 2 |
| 2. | Describe Karnataka female costume. | U | CO5 | 4 |
| 3. | Explain modern costume. | A | CO5 | 7 |

GOVERNMENT OF KARNATAKA
DEPARTMENT OF COLLEGIATE AND TECHNICAL EDUCATION
JSS POLYTECHNIC FOR THE DIFFERENTLY ABLED (AUTONOMOUS)
Programme: Apparel Design and Fabrication Technology

| | | | |
|-----------------|--------------------------|---------------------|--|
| Course Code | 7413 | Semester | I |
| Course Name | BASIC ENGLISH | Course Group | EG |
| No. of Credits | 4 | Type of Course | Lecture |
| Course Category | Core | Total Contact Hours | 4Hrs./ Week 64Hrs./Semester |
| Prerequisites | English Knowledge | Teaching Scheme | [L:T:P]=4:0:0 |
| CIE Marks | 50 | SEE Marks | 50 |

1. COURSE OBJECTIVES

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

1. Develop Basic Skills in English.
2. Learn Communication Skills in English.
3. Develop Reading, writing and listening skills.

2. COURSE OUTCOMES

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

| Course Outcomes | |
|------------------------|---|
| CO1 | Use English alphabets both upper and lower case in framing the words and sentences. |
| CO2 | Differentiate between Masculine and Feminine Gender. |
| CO3 | Apply singular and plural forms in a sentence. |
| CO4 | Acquire the knowledge of writing grammatically correct sentences. |
| CO5 | Develop knowledge of vocabulary and grammar in reading notes without mistakes. |

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

| UNIT NO. | UNIT TITLE | TEACHING HOURS | DISTRIBUTION LEVELS(Marks) | | | TOTAL |
|--------------|--|----------------|----------------------------|-----------|------------|------------|
| | | | R | U | A | |
| 01 | The English Alphabet | 12 | 10 | 10 | 20 | 40 |
| 02 | Masculine and Feminine Gender | 10 | 10 | 10 | 20 | 40 |
| 03 | Number | 12 | 10 | 10 | 20 | 40 |
| 04 | Sentence | 12 | 10 | 10 | 20 | 40 |
| 05 | Basic English Vocabulary & Reading Comprehension | 15 | 10 | 10 | 20 | 40 |
| CIE Tests | | 03 | | | | |
| Total | | 64 | 50 | 50 | 100 | 200 |

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

1. DETAILS OF COURSE CONTENT:

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

| UNIT NO And name. | UNIT SKILLSET | TOPICS/SUB TOPICS | HOURS-L-T-P |
|---|--|---|-------------|
| UNIT-1 The English Alphabet | Use English alphabets both upper and lowercase in framing the words and sentences. | Capital letters Small letters Vowels–Consonants Finding words from the Dictionary Arranging the letters in Dictionary order Arranging the words in the Dictionary order Identifying words through pictures. | 12-0-0 |
| UNIT–2 Masculine and Feminine Gender | Understand the difference between male and female gender | 2.1 Gender: Definition Nouns and Pronouns Identifying the Gender through pictures Identifying the Gender by reading the names Writing the other Gender Activity/ Exercises | 10-0-0 |
| UNIT-3 Number | Understand to change singular and plural numbers in a sentence | Singular and Plural Number Formation of plurals Rules-Fill in the blanks with the plural form of the word Changing the Singular form into Plural form in a sentence One word substitution. Activity/Exercises | 12-0-0 |

| UNIT NO. | UNIT SKILL SET | TOPICS/SUBTOPICS | HOURS L-T-P |
|--|--|---|-------------|
| UNIT-4 Sentence | Understand the concept of sentence and kinds of sentences. | Types of a sentence. Parts of a sentence. Sentence formation. Correction of errors in a sentence. Rearranging the words in a sentence. Making sentences from the given table. Writing simple sentence. Changing Assertive sentence to Interrogative, Negative or Exclamatory sentence. Writing simple sentences by seeing the pictures. Activity/Exercises | 12-0-0 |
| UNIT-5 Basic English Vocabulary & Reading Comprehension | Develop knowledge of vocabulary and grammar in reading notes without mistakes. | Learning English through pictures like Buildings, Apperances, Clothes, Eating at home, General Furniture and Equipment, Food, Entertainment, Jobs and work, The Human Body and Anatomy, English Greetings etc., The art of reading and comprehending passages Giving titles to the passages after reading comprehension Framing questions and answering them | 15-0-0 |

5.MAPPING OF CO WITHPO

| CO | Course Outcomes | PO Mapped | Unit Linked | CL R/U/A | Theory in Hrs. | Total Marks |
|-------|---|-----------|-------------|----------|----------------|-------------|
| 1 | Use English alphabets both upper and lower case in framing the words and sentences. | 1,2,3,6,7 | 1 | R/U/A | 12 | 40 |
| 2 | Differentiate between Masculine and Feminine Gender. | 1,3,4,7 | 2 | R/U/A | 10 | 40 |
| 3 | Apply singular and plural forms in a sentence. | 1,3,4 | 3 | R/U/A | 12 | 40 |
| 4 | Acquire the knowledge of writing grammatically correct sentences. | 1,3,4 | 4 | R/U/A | 12 | 40 |
| 5 | Develop knowledge of vocabulary and grammar in reading notes without mistakes. | 1,3,4 | 5 | R/U/A | 15 | 40 |
| Total | | | | | 61 | 200 |

6.LEVELS OF CO AND PO MAPPING

| Course | CO's | Programme Outcomes | | | | | | | Programme Specific Objectives | | |
|---|------|--------------------|---|---|---|---|---|---|-------------------------------|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 |
| Basic English | CO1 | 3 | - | - | - | 2 | 2 | 3 | 2 | 3 | - |
| | CO2 | 3 | - | - | - | - | 2 | 3 | 2 | 3 | - |
| | CO3 | 3 | - | - | - | 2 | 2 | 3 | 2 | 3 | - |
| | CO4 | 3 | - | - | - | 2 | 2 | 3 | 2 | 3 | - |
| | CO5 | 3 | - | - | - | 2 | 2 | 3 | 2 | 3 | - |
| Level 3-Highly Addressed, Level 2-Moderately Addressed, Level 1-Low Addressed. | | | | | | | | | | | |
| <ol style="list-style-type: none"> 1. Method is to relate the level of PO with the number of hours devoted to the COs which address the given PO. 2. If > 40% of classroom sessions addressing a particular PO, it is considered that PO is addressed at Level 3 3. If 25 to 40% of classroom sessions addressing a particular PO, it is considered that PO is addressed at Level 2 4. If 5 to 25% of classroom sessions addressing a particular PO, it is considered that PO is addressed at Level 1 5. If < 5% of classroom sessions addressing a particular PO, it is considered that PO is considered not-addressed. | | | | | | | | | | | |

7. INSTRUCTIONAL STRATEGY

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

- Helping out the students to develop the basic knowledge of Grammar.
- Supporting them to build self-confidence, self-managing, and Team managing spirit.
- Encouraging them to improve their communication skills.
- Developing the student's language skills in written, spoken, and communication.
- Encouraging them to use new vocabularies in the context.
- Encourage active involve mention classroom activities.
- Explain the concept in a simple and easily understood manner.
- To teach language skills across the syllabus.
- Enhancing the student skills for employability needs.
- Getting knowledge to understand the basic skills through language

8.SUGGESTED LEARNING RESOURCES:

| Sl. No | Author | Title of Books | Publication/Year |
|--------|--------------------------|------------------------------------|----------------------|
| 1 | Dr. Shruti Das | Contemporary Communicative English | SC hand Publications |
| 2 | Wren and Martin | English Grammar And Composition | SC hand Publications |
| 3 | M. A Pink and S.E Thomas | English Grammar And Composition | SC hand Publications |
| 4 | Sanjay Kumar Sinha | The King's Grammar | SC hand Publications |

1. Educational Components (Bloom's Category)

Questions for CIE and SEE will be designed to evaluate the various educational components such as:

EC-1:Remembering: 20% weight age

EC-2 :Understanding the course:30% weight age

EC-3 :Apply the knowledge acquired from the course:50% weight age

COURSE ASSESSMENT AND EVALUATION CHART**Course Assessment And Evaluation Chart****MODEL OF RUBRICS/ CRITERIA FOR ASSESSING STUDENT ASSIGNMENT****Example: Assignment on Story Writing**

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

11 .COURSEASSESSMENTMETHODOLOGY

| Sl. No | Assessment | Duration | Max Marks | Conversion |
|---|--|------------|-----------|--|
| 1 | CIE Assessment– 1(Written Test– 1) At theendof6 th Week | 80 Minutes | 30 | Average of three written tests 30 Marks |
| 2 | CIE Assessment– 2(Written Test– 2)At theendof10 th Week | 80 Minutes | 30 | |
| 3 | CIE Assessment– 3(Written Test– 3)At theendof15 th Week | 80 Minutes | 30 | |
| 4 | CIEAssessment4(MCQ/Quiz)At The end of8 th Week | 60 Minutes | 20 | Average ofthree20Marks |
| 5 | CIE Assessment5(Open book Test) At the end of13 th Week | 60 Minutes | 20 | |
| 6 | CIE Assessment 6(Student Activity / Assignment) At the beginning of16 th Week | 60 Minutes | 20 | |
| Total Continuous Internal Evaluation(CIE)Assessment | | | | 50 |
| 7 | Semester End Examination(SEE) Assessment(Written Test) | 3Hours | 100 | 50 |
| Total Marks | | | | 100 |

Note:

1. SEE (Semester End Examination) is conducted for 100 Marks theory courses for a timedurationof3Hours.
2. Three CIE (written test), each of 30 marks for a time duration of 80 minutes shall be conducted. Also, three CIE (MCQ or Quiz/Open book test/student activity or assignment)each of 20 marks for the time duration of 60 minutes shall be conducted. Any fraction at any stage during evaluation will be rounded off to the next higher digit

Assessment of assignment and student activity is evaluated through appropriate rubrics by the respective course coordinator. The secured mark in each case is rounded off to the next higher digit

12. DETAILED COURSE CONTENTS

| UNIT NO. AND NAME | DETAILED COURSE CONTENT | CO | PO | CONTACT HRS. | TOTAL |
|---|---|-----------|-----------|-------------------------|--------------|
| UNIT-1 The English Alphabet | 1.1 Capital letters | 1 | 1,5,6,7 | 2 | 12 |
| | 1.2 Small letters | 1 | 1,5,6,7 | 2 | |
| | 1.3 Vowels–Consonants | 1 | 1,5,6,7 | 2 | |
| | 1.4 Finding words from the Dictionary | 1 | 1,5,6,7 | 2 | |
| | 1.5 Arranging the letters in Dictionary order | 1 | 1,5,6,7 | 1 | |
| | 1.6 Arranging the words in the Dictionary order | 1 | 1,5,6,7 | 1 | |
| | 1.7 Identifying words through pictures. | 1 | 1,5,6,7 | 2 | |
| UNIT-2 Masculine and Feminine Gender | 2.1 Gender: definition Nouns and Pronouns | 2 | 1,6,7 | 4 | 10 |
| | 2.2 Identifying the Gender Through pictures | 2 | 1,6,7 | 2 | |
| | 2.3 Identifying the Gender by Reading the names | 2 | 1,6,7 | 2 | |
| | 2.4 Writing the other Gender | 2 | 1,6,7 | 2 | |
| UNIT-3 Number | 3.1 Singular and Plural Number | 3 | 1,5,6,7 | 3 | 12 |
| | 3.2 Formation of plurals | 3 | 1,5,6,7 | 3 | |
| | 3.3 Rules-Fill in the blanks with The plural form of the word | 3 | 1,5,6,7 | 2 | |
| | 3.4 Changing the Singular form into Plural form in a sentence | 3 | 1,5,6,7 | 2 | |
| | 3.5 One word substitution. | 3 | 1,5,6,7 | 2 | |
| UNIT- 4 SENTENCE | 4.1 Types of a sentence. | 4 | 1,5,6,7 | 2 | 12 |
| | 4.2 Parts of a sentence. | 4 | 1,5,6,7 | 2 | |
| | 4.3 Sentence formation. | 4 | 1,5,6,7 | 1 | |
| | 4.4 Correction of errors in a sentence | 4 | 1,5,6,7 | 1 | |
| | 4.5 Rearranging the words in a sentence | 4 | 1,5,6,7 | 1 | |
| | 4.6 Making sentences from the given table. | 4 | 1,5,6,7 | 1 | |
| | 4.7 Writing simple sentence. | 4 | 1,5,6,7 | 1 | |
| | 4.8 Changing Assertive sentence to Interrogative, | 4 | 1,5,6,7 | 1 | |
| | 4.9 Negative or Exclamatory sentence. | 4 | 1,5,6,7 | 1 | |
| | 4.10 Writing simple sentences By seeing the pictures. | 4 | 1,5,6,7 | 1 | |

| | | | | | |
|--|--|---|---------|---|-----------|
| UNIT-5 Basic English Vocabulary & Reading Comprehension | 5.1 Learning English through pictures like Buildings, Appearances, Clothes, Eating at home, General Furniture and Equipment, Food, Entertainment, Jobs and work, The Human Body and Anatomy, English Greetings etc., | 5 | 1,5,6,7 | 6 | 15 |
| | 5.2 The art of reading and comprehending passages | 5 | 1,5,6,7 | 3 | |
| | 5.3 Giving titles to the passages After reading comprehension | 5 | 1,5,6,7 | 3 | |
| | 5.4 Framing questions and answering them | 5 | 1,5,6,7 | 3 | |
| Total | | | | | 61 |

12. MODEL OF RUBRICS/CRITERIA FOR ASSESSING STUDENT ASSIGNMENT

Example: Assignment on Story Writing

| RUBRICS FOR ACTIVITY (10 Marks) | | | | | | |
|--|--|--|---|--|--|---------------|
| Dimension | Unsatisfactory 2 | Developing 4 | Satisfactory 6 | Good 8 | Exemplary 10 | Student Score |
| Creativity | Little evidence of creativity and no imagination | Contains few creative details but has tried to use imagination | Contains a few creative details but has used his imagination | Contains many creative details and has used his imagination | Excellent use of creativity and imagination | 10 |
| Dialogue | It is not clear which character is speaking | There is not much dialogue used but is clear who is speaking | Sufficient dialogue used and is clear which character is speaking | An appropriate amount of dialogue used and it is clear which character is speaking | Excellent use of dialogue and narrative to bring the character to life | 8 |
| Organization | Ideas and scenes are randomly arranged | Little hard to follow. The transitions are sometimes not clear | Easy to follow and transitions are somewhat clear | Well organized. Clear transitions are used | Very well organized. Logical sequencing with clear transitions | 10 |
| Character | It is hard to tell who the main characters are | The main characters are named but development is minimal | The main characters are satisfactorily described. | Characterization is up to the mark | Very well developed characters | 6 |
| Total marks | | | | | | 34 |
| Total marks/4=(10+8+10+6)=34/4=8.5=09 | | | | | | 09 |

12. SUGGESTED ACTIVITIES

1. Write your self-introductions.
2. Customer relation skills: Write a short paragraph on an experience, either positive or negative, when you approached an office/ organization for a service.
3. Positivity skills: Read about people who have survived deadly diseases and how they coped with their difficulties. Write a brief report.
4. Describe your favorite Tourist place/ Teacher/ Role model /Sports person/ Actor/ Politician etc.
5. Write an imaginary story on any topic of your choice.
6. Frame a time table of your scheduled activity for a day.
7. Mock interviews
8. Word Building
9. Group Discussion
10. Time Management Activity
11. Debates
12. Jumbled and missing letters game
13. Memory Games
14. Presentation
15. Enact an Advertisement
16. Role play
17. Telephonic conversations
18. Pick and Speak
19. Discuss with your friend and write a brief paragraph, if one's mother tongue is an important part of one's life.
20. Interview an eminent person in your locality.
21. Interview your local shop owners about how important 'reliability' is in their business. Prepare a brief report.
22. Collect information about any initiatives by government or private organizations to promote professionalism among their employees.
23. Leadership skills: Have you ever been in a leadership position? What did you learn from your experience? Share your thoughts.
24. Holistic and Visionary skills: when you start working in the future, how will you contribute to the company, and what do you expect from the company in return. Briefly write about your plans.

First Semester Examination, Model Question Paper – 2021
Basic English

Duration: 3Hours]

SubjectCode:4412

[Max. Marks: 100

Instructions:

- i. All four sections are compulsory.
- ii. Answer one full set of questions from each main.
- iii. Follow the instructions carefully while writing answers.
- iv. Marks shall be deducted for spelling and grammatical errors.

SECTION-1

1. Arrange the letters in the Dictionary Order.

5x1=5

- a) FDCHK
- b) NMSUV
- c) PIBNT
- d) ECHLI
- e) SWURV

OR

- a) DEFMW
- b) SIKTE
- c) WVRJS
- d) NQZLP
- e) PKTYC

2. Arrange the words in the Dictionary Order.

5x1=5

- a) Pen, ink, book, nib
- b) Sing, dance, play, jump
- c) Red, black, white, green
- d) Father, mother, brother, sister
- e) Donkey, monkey, elephant, fox

OR

- a) Pen, ink, book, nib
- b) Sing, dance, play, jump
- c) Red, black, white, green
- d) Father, mother, brother, sister
- e) Donkey, monkey, elephant, fox

3. Write the other Gender.

5x1=5

- a) Uncle
- b) Husband
- c) Monk
- d) Pig
- e) Lion

OR

- a) Actor
- b) Author

- c) Bachelor
- d) Brave
- e) Bride

4. Match the following with the other Gender.

5x1=5

- | | |
|---------|---------|
| a) Hero | vixen |
| b) Sir | Cow |
| c) Cock | heroine |
| d) Fox | Madam |
| e) Ox | hen |

OR

- | | |
|------------|----------|
| a) Peacock | Madam |
| b) Tiger | Tigress |
| c) Sir | Rooster |
| d) Hen | Daughter |
| e) Son | Peahen |

SECTION- 2

5. Write the Plural form of

5x1=5

- a) Apple
- b) Negro
- c) Dam
- d) Church
- e) Box

OR

- a) box
- b) tooth
- c) leaf
- d) hobby
- e) woman

6. Fill in the blanks with the right words.

5x1=5

- a) One Peach, Five _____
- b) Four temples, one _____
- c) Six schools, one _____
- d) One mouse, Several _____
- e) Six geese, one _____

OR

- a) One sheep, many _____
- b) One hero, several _____
- c) One peach, five _____
- d) One pen, four _____
- e) Four temples, one _____

7. Change the sentences from Singular to Plural.

5x1=5

- a) The child is eating an apple
- b) This story is interesting.
- c) A soldier is marching.
- d) The woman has a necklace.
- e) The man stole the silver spoon.

OR

- a) The child is eating an apple
- b) This story is interesting.
- c) A soldier is marching.
- d) The woman has a necklace.
- e) The man stole the silver spoon.

8. Change the following Sentences from Plural to Singular.

5x1=5

- a) The Soldiers climbed the hills on the ponies.
- b) The Policemen were chasing the thieves.
- c) The birds are flying in the sky.
- d) The girls have four books.
- e) The pigs chased the dogs away.

OR

- a) The stairs are over there, Sir.
- b) Your sunglasses are on the table.
- c) The scissors on the table are mine.
- d) The cats are drinking their milk.
- e) There are many logs.

SECTION- 3

9. Under line the miss pelt word in each group. Write the correct Spellings in your answer sheet.

5x1=5

- a) Son, daghter, wife, husband, cousin
- b) Alone, togather, happily, quietly, surely
- c) People, polite, please, parents, complane
- d) Reason, wealth, marrige, horrible, forgive
- e) Started, busines, merchant, shop, unlucky

OR

- a) Trouble, excited, praceed, Gazed, sparkled
- b) Utter, flutter, mutter, shutter, clutter
- c) Tasty, useful, safe, weste, waist
- d) Large, piece, breaad, loaf, rhyme
- e) Tale, tail, tall, tell, tald

1. Complete the sentences choosing the correct word from the options given below. 5x1=5

1. Water is _____ for life. We cannot live without water.

- i) Important ii) essential iii) useful

2. The common _____ of water are lakes, river, springs, ponds, wells and tube wells

- i) sources ii) resources iii) requirements

3. All water is not _____ to drink as it may contain certain germs.

1. i) tasty ii) useful iii) safe

4. We should not _____ water.

- i. i) waste ii) waist iii) save

5. Trees grow with _____

- i. i) water ii) Juice iii) alcohol

OR

a) Cats like to drink _____

- i) Milk ii) rat iii) fruits

b) There are _____ days in a week

- i) nine ii) eight iii) seven

c) Birds are _____ in the air

- i) Flying ii) dancing iii) jumping

d) I don't care _____ Your opinion.

- i) About ii) of iii) with

e) Who takes _____ the sick?

- i) care of ii) care about iii) after

10. Write the opposites of 5x1=5

- a) Light
b) Old
c) Full
d) Uneven
e) Warm

OR

- a) Ability
b) Happy
c) Import
d) Interior
e) Maximum

1. Correct the following sentences

5x1=5

- f) This is a water
- g) She has umbrella
- h) He is a Coward man
- i) He has resigned from his post
- j) My father is in the teaching line

OR

- a) I have seen him yesterday.
- b) We had gone to the movies last night.
- c) I had spoken to them about my holiday.
- d) You must attend your teacher’s instructions.
- e) The hen has lain six eggs.

SECTION-4

11. Make Five sentences from the given table.

5x1=5

| | | |
|-----------------|------------------------------|---|
| Shall Should | I We | Participate? Proceed? Observe? Plan? |
| Can Could | I We They She He | Manage? Examine? Instruct? Dictate? |

OR

| | | | | |
|-----|---------|--------------|--------------|------------------|
| she | | Two Three | Big small | Plates. Cups. |
| | cleaned | five | | Tables. |

12. Rearrange the words in a sentence 5x1=5

- a) Play/foot/ball/I
- b) Cow/the/two/ has/horns.
- c) Full/basket/the/is/fruits/of
- d) Rope/Tina/skipping/is/a/with
- e) There/days/are/week/in/a/seven

OR

- a) Tie/can/your /you/hair?
- b) Hat/black/is/the.
- c) Pretty/leaves/are/the.
- d) Can/bat/the/fly.
Like/I/candy

Match the two parts of sentences

5x1=5

- | | |
|------------------|-----------------------|
| a. Cats like | is crying |
| b. The Policeman | to drink milk |
| c. The baby | caught the thief |
| d. The noise | are flying in the air |
| e. Birds | woke up the child |
- OR
- | | |
|---------------|-------------------|
| a) The cat | bite me. |
| b) The crow | caught the mouse. |
| c) This purse | gave me a book. |
| d) A mosquito | made of paper. |
| e) My aunt | spread its wings. |

13. Write 8 to 10 sentences about your Parents or Grand Parents.
OR

5x1=5

Write 8 to 10 sentences about your Favorite school teacher.

SECTION-5

14. Choose the correct word to fill in the blanks. 10x1=10

(wasted,brought,bundle,ordered,turned,broken,divided,untied,quarreled,tried)

A farmer had three sons. They their time and energy in quarrelling with on another. Their father's advice had no effect on them. They ___ a deaf ear to it.

When the farmer was on his death-bed, he ordered his servant to bring aof dry sticks. When they were _____,hesentforhissons. Whentheycame,heasked-themtobreakthebundleofsticks.

All _____theirbest,butwithalltheyouthfulstrength,nonecouldbreakthebundle.

Then the farmer them to untie the bundle and break the sticks one by one. When the bundle was _____,sticksfellapart.Nowallwereinnotime. Atthistheoldfarmersaid,“Lookhere,mysons;Learnalessonfromthisexperience. UnitedyouJ stand, _____you fall. From that day the sons never ___

OR

(ground, cricket, leaves, turned, found, worked, beggar, refused, stored, sang)

Once upon a time there was a young. He spent the sunny days of spring and summer in singing.

At that time he had plenty to eat. He had no worries. But soon winter set in., The _____ was covered with snow. There were no flowers on the trees. He that there was nothing to eat.

Nearby there lived many ants. They had _____ very hard during summer and had collected enough food for the winter season.

When the cricket began to starve, he went to an ant and _____ it to lend him some food. The ant _____. The ant asked the cricket if he had some food in the summer months for foodless day of winter, he would not have begged for food. The cricket said, that at that time the spring had been in full swing; so he-throughout the season.

“Well then”, said the ant, “If you sing in spring, you must dance all through the winter,” So saying it, out the poor silly cricket.

15. Read the following passage and answer the questions that follow :

10

Darius was the Emperor of Persia. His empire was vast, his army was big and he himself was known for his courage and daring. Alexander had set his heart on conquering Persia. He came to Persia marching at the head of his army which was much smaller than that of Darius. On the eve of the battle the whole valley was lit by the torches of the Persian Soldiers. Some of the Macedonian officers were dismayed. They wondered if they could defeat such a mass of humanity. They went to Alexander and advised him to attack the enemy at night. Alexander smiled and gave them the famous answer, “I will not steal a Victory”.

Sometime later Alexander received a letter from Darius in which he offered to pay a huge amount of money in exchange for Persian Prisoners and give him his daughter in marriage if he promised to be his friend. Alexander told his friend Parmenio about the proposals made by Darius. “If I were Alexander, I would accept them” said Parmenio. “So would I”, said Alexander “If I were Parmenio”.

Questions :

- a) What were the two qualities of a warrior Darius had ?
- b) Why were the Macedonian officers dismayed?
- c) Alexander did not like the idea of attacking the enemy at night because_____.
- d) What did the letter from Darius to Alexander contain?
- e) What was Parmenio’s advised to Alexander and how did Alexander react to that?

OR

Lokamanya Tilak was imprisoned by the English. He kept himself busy in studies while in jail. The jail was a quiet place, where even the birds wouldn’t chirp. Tilak started putting away some food for birds while having his meals.

The food was untouched in the beginning.

But after some days, a few birds started coming there. Slowly their number increased and they were all around Tilak. The birds would sit on his head and

shoulders fearlessly. One day a jailor came to Tilak's cell while on his rounds. On hearing the chirping of birds, he peeped in and he was totally surprised. "So many birds; where have they come from?" he asked. Tilak replied, "Friend, I didn't bring them from India. These are from here only." The jailor was surprised. He said, "everybody eats birds; hence the birds do not come here." Tilak laughed and said, "The birds can also distinguish between friends and enemies."

Question:

- a) Whom did English imprison?
- b) How did Tilk keep himself busy?
- c) Why did the birds come to the prison?
- d) Where would the birds sit when they came to the prison?
- e) Give a title for this passage.

GOVERNMENT OF KARNATAKA
DEPARTMENT OF COLLEGIATE AND TECHNICAL EDUCATION
JSS POLYTECHNIC FOR THE DIFFERENTLY ABLED (AUTONOMOUS)
Programme: Apparel Design and Fabrication Technology

| | | | | | |
|------------------------|----------|---|----------------------------|----------|---|
| Course Code | : | 7414 | Semester | : | FIRST |
| Course Title | : | Pattern & Garment Construction-I | Course Group | : | Core |
| No. of Credits | : | 04 | Type of Course | : | Tutorial & Practice |
| Course Category | : | Core | Total Contact Hours | : | 6 Hrs Per Week 78 Hrs Per Semester |
| Prerequisites | : | Basic Knowledge of sewing. | Teaching Scheme | : | (L:T:P)-2:0:4 |
| CIE Marks | : | 60 | SEE Marks | : | 40 |

Course Objectives:

1. To know the principles of drafting on paper
2. To analyze and apply drafting principles
3. To evaluate the components required for garment
4. To analyze various measurements for creating Components of a Garment.

List of Practical's:

| | | |
|--|---|-----------------------------|
| UNIT-I LINES AND SHAPES | | Allotted Hrs:10 Hrs |
| 1.1 | Practice different shapes-straight line, horizontal line, vertical lines, curve shapes, square on white paper. | |
| 1.2 | Prepare the swatch of the above in 15 /15 Sq cms using Kraft paper | |
| UNIT- II SEWING MACHINE | | Allotted Hrs: 14Hrs |
| 2.1 | Practicing peddling of the sewing machine on paper and on material | |
| 2.2 | Fixing needles and Threading of sewing machine | |
| 2.3 | Cleaning and oiling of sewing machine | |
| 2.4 | Practicing straight line, parallel line, zigzag line, curve line, circle, concentric circle, and concentric square by fixing machine needle on Kraft paper. | |
| 2.5 | Practicing straight line, parallel line, zigzag line, curve line, circle, concentric circle, and concentric square on fabric. | |
| 2.6 | Knowledge of making button holes, fixing of buttons, hooks and eye, press buttons, buckles, zip attachment and lace attachment | |
| 2.7 | Practice of attaching different width of elastic on material. Prepare a swatch of using round Elastic, 1/2 cms, 1cms and 2cm flat elastic, | |
| UNIT- III NECKLINE AND SLEEVES | | Allotted Hrs: 22 Hrs |
| 3.1 | Prepare the Paper Pattern of the given Necklines and Sleeves. | |
| 3.2 | Cut, stitch and finish, prepare the swatches of the given neck lines and sleeves | |
| 3.3 | Basic Necklines, Decorative Necklines, Plain Sleeve, Puff Sleeve, Bell Sleeve, Leg-o-Mutton, Bishop and Circular Sleeves | |
| UNIT-IV DETAIL STUDY OF FOLLOWING GIRLS GARMENT | | Allotted Hrs:32 Hrs |

| | |
|-----|--|
| 4.1 | Study of required measurements, method of taking, suitable material, trimmings, components required. |
| 4.2 | Pattern construction of the below garments: |
| 4.3 | Direct method of material cutting for below garments |
| 4.4 | Sleeve less Zabra-style feature, drawstring with extended sleeve, attach lace at bottom. Press, attach labels and present. |
| 4.5 | A Line Frock- sleeveless finish with bias, attach lace, front and back round neck, back full open, finish with single and double placket, bottom frills, attach patch pocket with lace, Press, attach labels and present |
| 4.6 | Body frock – front and back square neck, puff sleeves with band, and attach zip for placket |
| 4.7 | Uniform skirt- box pleat, waist band, Press, attach labels and present. |

Course/Learning Outcome:

After undergoing this lab work, the student will be able to:

CO1. Draft and Construct patterns of various component as per the Designs

CO2. To analyze, evaluate and apply various measurements in pattern making.

CO3. To enhance practical knowledge of sewing technique

CO4. To engage in independent lifelong learning in apparel construction

SUGGESTED STUDENT ACTIVITIES & STRATEGIES:

1. To collect latest trend off rocks pictures. (Five types)

2. Copy write the pictures and color it neatly.

References:

1. Complete guide to sewing-Reader digest
2. Zarpakar system of cutting–Aravind Zarpaka
3. Art of sewing–Anna Jacob Thomas
4. Clothing construction- Clara Brown Arm, Ethel Rowena, AvraI Keevar
5. Garment Construction- Rickard Lindquist
6. How to speak fluent sewing- Christine Haynes
7. The dress maker's technique Bible- Lorna Knight (a complete guide to fashion sewing)

<https://books.google.co.in/books?id=llX4AgAAQBAJ&printsec=frontcover&dq=garment+construction+books&hl=en&sa=X&ved=0ahUKEwjSwO-kkIDoAhXY4XMBHSG7BVwQ6A>

<https://www.youtube.com/watch?v=hU76WQWy4uIhttps://www.youtube.com/watch?v=ED9sMgnX6OI>

<https://www.youtube.com/watch?v=hU76WQWy4uI><https://books.google.co.in/books?id=j3JyDwAAQBAJ&printsec=frontcover&dq=garment+construction+books&hl=en&sa=X&ved=0ahUKEwjSwOkkIDoAhXY4XMBHSG7BVwQ6wEIVTAF#v=onepage&q=garmen t%20construction%20books&f=false><https://www.youtube.com/watch?v=ED9sMgnX6OI>
<https://www.youtube.com/watch?v=hU76WQWy4uI><https://www.youtube.com/watch?v=ED9sMgnX6OI>
<https://www.youtube.com/watch?v=oadp516fvRs>

Mapping of Course Outcomes with Programme Outcomes

| CO | Course Outcome | PO Mapped | Experiment Linked | Cognitive Level R/U/A | Theory and Practical Sessions In Hrs |
|-----|--|--|-------------------|--------------------------|--------------------------------------|
| CO1 | Draft and Construct patterns of Various component as per the Designs | 1,3,7 | 1,2 | U/A | 6:12 |
| CO2 | To analyze, evaluate and apply various measurements in pattern making. | 1,3,4 | 3,4, | U/A | 6:12 |
| CO3 | To enhance practical knowledge of sewing technique | 1,2,3,7 | 1,2,3,4, | U/A | 6:14 |
| CO4 | To engage in independent lifelong learning in apparel construction | 6,7 | 3,4, | U/A | 8:14 |
| | | Total Hours of instruction Repetitions and Activity | | | 26:52 |
| | | Total | | | 78Hrs |

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

Level of Mapping PO's with CO's

| Course | CO's | Programme Outcomes(PO's) | | | | | | |
|--|------|--------------------------|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Pattern & Garment Construction-I | CO1 | 3 | 3 | 3 | 3 | 0 | 3 | 3 |
| | CO2 | 3 | 3 | 3 | 3 | 0 | 3 | 3 |
| | CO3 | 3 | 3 | 3 | 3 | 0 | 3 | 3 |
| | CO4 | 3 | 3 | 3 | 3 | 0 | 3 | 3 |
| <p>Level 3-Highly Mapped, Level 2-Moderately Mapped,Level1-Low Mapped, Level 0-Not Mapped</p> <ol style="list-style-type: none"> Method is to relate the level of PO with the number of hours devoted to the CO's which maps the given PO. If $\geq 50\%$ of classroom sessions related to the CO are addressing a particular PO, it is considered that PO is mapped at Level 3 If 30 to 50% of classroom sessions related to the CO are addressing a particular PO, it is considered that PO is mapped at Level 2 If 5 to 30% of classroom sessions related to the CO are addressing a particular PO, it is considered that PO is mapped at Level 1 If $< 5\%$ of classroom sessions related to the CO area dressing a particular PO, it is considered that PO is considered not- mapped i.e.; Level 0 | | | | | | | | |

Course Assessment and Evaluation Chart

| Assessment Method | Type of Assessment | | Target | Assessment methods | Max Marks | Type of record | CO's for assessment |
|---------------------|---------------------------------------|-------------------------------|---------|---|---------------------|-----------------------------|--|
| Direct Assessment | CIE Continuous Internal Evaluation | IA Testes | STUDENT | Two written Test (Average of two skill test will be computed) | 20 | Bluebooks | All Co's |
| | | Assignment & Student activity | | Three Skill Tests (Average of Three skill test will be computed) | 30 | Bluebooks and Activity book | Specified CO by the course coordinator |
| | | | | Student Activity | 10 | | |
| | | | | Total CIE Marks | 60 | | |
| | SEE | Semester End Exam | | End of the Course | 40 | Answer Scripts | All CO's |
| | | | | Total | 100 | | |
| Indirect Assessment | Student feedback | | STUDENT | Middle of the course | Feedback forms - | | |
| | End of Course survey | | | End of course | | | |

Assessment Methodology

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

| Sl. No | Assessment | Mode of Assessment | Schedule of Assessment | Duration | Max marks | Conversion after taking Average |
|--|-------------------------------|------------------------------|------------------------------|----------|-----------|---------------------------------|
| 1 | CIE Assessment 1 | Written Test-1 | End of 3 rd week | 1Hr | 20 | 20 |
| 2 | CIE Assessment 2 | Written Test-2 | End of 13 th week | 1Hr | 20 | |
| 3 | CIE Assessment 3 | SkillTest-1 | End of 5 th week | 3Hrs | 20 | |
| 4 | CIE Assessment 4 | SkillTest-2 | End of 7 th week | 3Hrs | 20 | 20 |
| 5 | CIE Assessment 5 | SkillTest-3 | End of 9 th week | 3Hrs | 20 | |
| 6 | CIE Assessment 6 | Student Activity /Assignment | End of 11 th week | - | 20 | 20 |
| Total Continuous Internal Assessment (CIE) Marks | | | | | | 60 |
| 7 | SEE- Semester End Examination | Skill Test | As per BTE | 3Hours | 100 | 40 |
| Total Marks | | | | | | 100 |

Rubrics Format (for reference only) for Student activity / Mini Project Assessment
Rubrics dimensions can be framed by course coordinator

| DIMENSION | Unsatisfactory 2 | Developing 4 | Satisfactory 6 | Good 8 | Exemplary 10 | Score |
|--|--|---|--|---|--|--------------|
| Collection of data | Does not collect any information Relating to the topic | Collects very limited information; Some relate To the topic | Collects some basic information; Refer to the topic | Collects relevant information; concerned to the topic | Collects a great deal of information; All refer to The topic | 6 |
| Fulfill team's Roles & duties | Does not Per for many Duties assigned To the team role | Performs Very little duties | Performs Nearly all duties | Performs all duties | Performs all Duties of assigned Team roles with presentation | 8 |
| Shares work equally | Always relies on others to do the work | Rarely does the assigned work; often needs reminding | Usually does the assigned work; rarely needs reminding | Does the assigned job without having to be reminded. | Always does the assigned work without having to be reminded And on given timeframe | 6 |
| Listen to other team mates | Is always talking; never allows anyone else to speak | Usually Does most of the talking; rarely allows others to speak | Listens, but Sometimes Talk too much | Listens and Contributes to the relevant topic | Listens and Contributes Precisely to The relevant Topic and exhibit leadership qualities | 6 |

Model Question Paper For CIE and SEE

| | |
|---|------------------|
| Course & Programme: ADFT | Semester : I Sem |
| Subject: PATTERN & GARMENT CONSTRUCTION-I | Max Marks: 100 |
| Course Code : 7414 | Duration: 3Hrs |
| Name of the course coordinator: | Test: I/II |
| Note: Student has to conduct any one experiment in the CIE and SEE | |
| Questions | |
| <ol style="list-style-type: none"> 1. Draft and construct the pattern of the given garment for the given measurements. 2. Draft and cut the material for the required components for the given measurements. 3. Stitch, finish and present the given garment as per the style feature- sleeve zabra/ A line frock/body frock/uniform skirt | |

Scheme of Evaluation for both CIE and SEE

| Sl. No | Particulars | Marks |
|--------|-----------------------------------|-------|
| 1 | Drafting and Pattern Making | 10 |
| 2 | Material Cutting | 10 |
| 3 | Sewing | 30 |
| 4 | Finishing | 15 |
| 5 | Presentation (Folder and Garment) | 15 |
| 6 | Viva Voce | 20 |
| Total | | 100 |

Equipment List

The following are the specification of the apparatus required for Pattern and Garment Construction-I Lab and number of apparatus required for the batch of 20 students.

| Sl. No. | Name of the Apparatus | Specification | Required Number |
|---------|---|--|-----------------|
| 1 | Plastic/Metal L Square | 12/24 Inches | 25 |
| 2 | Plastic French Curve with Shaper | Plastic of different size and shapes. | 25 |
| 3 | High Speed Power Operated Sewing Machine ¼ HP Motor | 1/4 HP motor, big size table with sun mica sheet, full rotating shuttle, lock stitch, with all the sewing accessories. Required for stitching all kinds of materials | 25 |
| 4 | High Speed Over Lock Machine ¼ HP Motor | 1/4 HP motor, safety stitches, automatic lubrication, three thread over lock Required to sew all kinds of materials | 05 |
| 5 | Automatic Zigzag Machine ¼ HP Motor | 1/4 HP motor, big size table with sun mica sheet, full rotating shuttle, lock stitch, with all the sewing accessories. Required for stitching All kinds of materials | 10 |
| 6 | Hand Operated Cutting Machine | hand or motorized cutter, capacity of 76 mm cuts and is made to various sizes from 15 inch upto 36 inches. extra blades | 02 |

| | | | |
|----|--|---|----|
| 7 | Button Fixing Machine | 1/4 HP motor , big size table with sun mica sheet, full rotating shuttle, lock stitch/chain stitch , with all the sewing accessories Required for stitching buttons | 02 |
| 8 | Button Hole Sewing Machine | 1/4 HP motor , big size table with sun mica sheet, full rotating shuttle, lock stitch/chain stitch, with all the sewing accessories Required For stitching buttons | 02 |
| 9 | Cork base Cutting Table | Height=21/2feet Length =3 1/2 feet Width=2feet | 30 |
| 10 | Automatic embroidery machine 1/4HPMotor | Multihead:4to42Heads Multi Needle/Colour:6to12 Wide options in head intervals:162mm to600mm Embroidery Space Choice: L 162 mm to W1200mm(1400mm) | 10 |
| 11 | Industrial Steam Iron | Strong steam output is another of this machine's special features. As the steam chamber is completely sealed, and the main switch and thermostat are not on the actual iron, durability is insured. | 02 |
| 12 | Wooden Stools with Cushion | Round Base with cushionHeight-2Ft | 60 |
| 13 | Show case with light | Height – 6 Ft, Length 5/3 Ft with front glass shutters. | 04 |
| 14 | Display Board | Flipchart pad full size 65x95 cm, one side ruling, 50 sheets 60 gsm TMP paper. Perforated paper and universal hanging system. | 02 |

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JSS POLYTECHNIC FOR THE DIFFERENTLY ABLED (AUTONOMOUS)
Programme: Apparel Design and Fabrication Technology

| | | | | | |
|------------------------|----------|-----------------------------------|----------------------------|----------|---|
| Course Code | : | 7415 | Semester | : | FIRST |
| Course Title | : | Fashion Sketching | Course Group | : | Core |
| No. of Credits | : | 04 | Type of Course | : | Theory & Practice |
| Course Category | : | Core | Total Contact Hours | : | 6 Hrs Per Week 78 Hrs Per Semester |
| Prerequisites | : | Basic Knowledge of Drawing | Teaching Scheme | : | (L:T:P)-2:0:4 |
| CIE Marks | : | 60 | SEE Marks | : | 40 |

Course Objectives:

1. To know the Art of fashion sketching
2. To learn the different postures of croquis for Male and Female
3. Create different types of drawing fashion accessories
4. Create stick and flesh figures for Male and Female croquis
5. Able to Create fashionable garment designs.

List of Practical's:

| | | |
|-------------------------------------|--|----------------------------|
| UNIT-I TYPES OF FIGURES | | Allotted Hrs:10 Hrs |
| 1.1 | Draw the stick figures using eight heads theory, ten heads, and twelve heads theory. | |
| 1.2 | Draw the different postures of stick figure—front, back, side. | |
| UNIT-II SHADING | | Allotted Hrs:06 Hrs |
| 2.1 | Shade the croque using 2B,4B,and 6B pencils. | |
| 2.2 | Shade the flesh figures using 2B,4B,and 6B pencil. | |
| UNIT-III FASHION ACCESSORIES | | Allotted Hrs:14Hrs |
| 3.1 | Draw the following and color it neatly using color pencils | |
| 3.2 | Hand bags of Three different types | |
| 3.3 | Foot wears of Three types | |
| 3.4 | Head gears of Three types | |
| 3.5 | Jewellery Two sets. | |

| UNIT-IV FABRIC PAINTING | | Allotted Hrs: 24 Hrs |
|--------------------------------|---|-----------------------------|
| 4.1 | Preparation of fabric for fabric painting | |
| 4.2 | Painting Techniques –Wet shade, Dry Shade, impression- thread, sponge, Vegetables, blade, paper, Spray and stencil, strokes. | |
| 4.3 | Knowledge of Fabric Colors – Poster Colors – Pearl Colors – Fabric Glue – Glass Colors– Silk Colors – Color Spray– 3D Outliners –m-seal . | |
| 4.4 | Using above color medias paint a Saree or Kameez or Tablecloth | |
| UNIT-IV FABRIC PAINTING | | Allotted Hrs: 24 Hrs |
| 5.1 | Formal wear - One nos | |
| 5.2 | Casual wear- One nos | |
| 5.3 | Sports Wear- One nos | |
| 5.4 | Western Wear- One nos | |
| 5.5 | Dance wear- One nos | |
| 5.6 | Saree- One no | |

Course/Learning Outcome:

- a) After undergoing this lab work, the student will be able to:
- CO1. Student is able to use colors in an informed and creative way
 - CO2. Proficiency in translating design ideas to fashion sketches
 - CO3. Student is able to use fabric painting to create fashion designs
 - CO4. Design different types of drawing fashion accessories

SUGGESTED STUDENT ACTIVITIES & STRATEGIES:

1. Pot painting
2. Glass Painting

References:

1. Elements of Fashion--Anwani
2. Fashion the ultimate book of Costume and Style—A History of Fashion-Frances Kennet
3. Fashion Buying--Helen
4. 200 skill every fashion designer must have-Aisling mckee fry
5. How to draw fashion figure– Itrina vivanova.

http://www.youtube.com/subscription_c...

<https://www.youtube.com/watch?v=3xSEc217FA8>

<https://www.fashionillustrationtribe.com/fashion-sketching-for-beginners/>

<https://www.collegefashion.net/college-life/how-to-make-fashion-sketches/>

Mapping of Course Outcomes with Programme Outcomes

| CO | Course Outcome | PO Mapped | Experiment Linked | Cognitive Level R/U/A | Theory and Practical Sessions In Hrs |
|-----|---|--|-------------------|-----------------------|--------------------------------------|
| CO1 | Student is able to use colors in an informed and creative way | 1,3,7 | 3,4,5 | U/A | 4:12 |
| CO2 | Proficiency in translating design Ideas to fashion sketches | 2,5,7 | 2,3,5 | U/A | 4:14 |
| CO3 | Student is able to use fabric painting to create fashion designs. | 2,5,7 | 4,5 | U/A | 4:16 |
| CO4 | Design differently pes of drawing fashion accessories | 1,3,7 | 3,5 | U/A | 6:18 |
| | | Total Hours of instruction Repetitions and Activity | | | 18:60 |
| | | Total | | | 78Hrs |

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

Level of Mapping PO's with CO's

| Course | CO's | Programme Outcomes(PO's) | | | | | | |
|-------------------|------|--------------------------|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Fashion Sketching | CO1 | 3 | 2 | 3 | 0 | 3 | 0 | 3 |
| | CO2 | 3 | 3 | 2 | 0 | 3 | 0 | 3 |
| | CO3 | 3 | 3 | 3 | 0 | 3 | 0 | 3 |
| | CO4 | 3 | 3 | 3 | 0 | 3 | 0 | 3 |

Level 3- Highly Mapped, Level 2- Moderately Mapped, Level 1-Low Mapped, Level 0-Not Mapped

1. Method is to relate the level of PO with the number of hours devoted to the CO's which maps the given PO.
2. If $\geq 50\%$ of classroom sessions related to the CO are addressing a particular PO, it is considered that PO is mapped at Level 3
3. If 30 to 50% of classroom sessions related to the CO are addressing a particular PO, it is considered that PO is mapped at Level 2
4. If 5 to 30% of classroom sessions related to the CO are addressing a particular PO, it is considered that PO is mapped at Level 1
5. If $< 5\%$ of classroom sessions related to the CO are addressing a particular PO, it is considered that PO is considered not-mapped i.e.; Level 0

Course Assessment and Evaluation Chart

| Assessment Method | Type of Assessment | | Target | Assessment methods | Max Marks | Type of record | CO's for assessment |
|------------------------|---------------------------------------|----------------------------------|---------|-------------------------|-----------------------------|--------------------|---|
| Direct Assessment | CIE Continuous Internal Evaluation | IA Testes | STUDENT | Two Tests(Theory) | 20 | Bluebooks | All CO's |
| | | Assignment & Student activity | | Three Skill Tests | 20 | Log of record | Specified CO by the course coordinator |
| | | | | Student Activity | 20 | | |
| | | | | Total CIE Marks | 60 | | |
| | SEE Semester End Exam | End of the Course | | 40 | Answer Scripts by BTE | All CO's | |
| | | | | Total | 100 | | |
| Indirect Assessment | Student feedback | | STUDENT | Middle of the course | -NA- | Feedback forms | CO's which are covered |
| | End of Course survey | | | End of course | | Question- naire | All CO's Effectiveness of delivery of instructions and assessment methods |

Assessment Methodology

Lecture: Practice sessions shall begin only after two weeks of Induction Program in First semester.

The schedule of assessment week shall be counted only after 2 weeks of Induction Program.

| Sl. No | Assessment | Mode of Assessment | Schedule of Assessment | Duration | Max marks | Conversion after taking Average |
|---|----------------------------------|--------------------|------------------------------|----------|-----------|---------------------------------|
| 1 | CIE Assessment 1 | Written Test-1 | End of 3 rd week | 1 Hr | 20 | 20 |
| 2 | CIE Assessment 2 | Written Test-2 | End of 13 th week | 1 Hr | 20 | |
| 3 | CIE Assessment 3 | Skill Test-1 | End of 5 th week | 3 Hrs | 20 | 20 |
| 4 | CIE Assessment 4 | Skill Test-2 | End of 7 th week | 3 Hrs | 20 | |
| 5 | CIE Assessment 5 | Skill Test-3 | End of 9 th week | 3 Hrs | 20 | |
| 6 | CIE Assessment 6 | Student Activity | End of 11 th week | - | 20 | 20 |
| Total Continuous Internal Assessment(CIE)Marks | | | | | | 60 |
| 7 | SEE- Semester End Examination | Skill Test | As per BTE | 3 Hrs | 100 | 40 |
| Total Marks | | | | | | 100 |

Rubrics Format (for reference only) for Student activity / Mini Project
Assessment Rubrics dimensions can be framed by course coordinator

| DIMENSION | Unsatisfactory 2 | Developing4 | Satisfactory 6 | Good 8 | Exemplary 10 | Score |
|-------------------------------|--|---|--|---|--|------------------------|
| Collection of data | Does not collect any information Relating to the topic | Collects very limited information; some relate To the topic | Collects Some basic information; Refer to the topic | Collects relevant information; Concerned to The topic | Collects a Great deal of information; All refer to The topic | 6 |
| Fulfill team's Roles & duties | Does not Perform any Duties assigned To the team role | Performs Very little duties | Performs Nearly all duties | Performs all duties | Performs all Duties of assigned Team roles with presentation | 8 |
| Shares work equally | Always relies on others to do the work | Rarely does the assigned work; often needs reminding | Usually does the assigned work; rarely needs reminding | Does the assigned job without having to be reminded. | Always does the assigned work without having to be reminded and on given time frame | 6 |
| Listen to other Team mates | Is always talking; never allows anyone else to speak | Usually does most of the talking; rarely allows others to speak | Listens, but sometimes talk too much | Listens and contributes to the relevant topic | Listens and contributes precisely to the relevant topic and exhibit leadership qualities | 6 |
| TOTAL | | | | | | 26/4=6 .5=7 |

Model Question Paper For CIE and SEE

| | |
|---|-----------------|
| Course & Programme: ADFT | Semester: I Sem |
| Subject :FASHIONSKETCHING | MaxMarks:100 |
| Course Code :7415 | Duration:3Hrs |
| Name of the course coordinator: | Test :I/II |
| Note: Student has to conduct any one experiment in the CIE and SEE | |
| Questions | |
| <ol style="list-style-type: none"> 1. Sketch and design the following costumes for male/female croque using Ten heads. <ol style="list-style-type: none"> a) Casual wear b) Sports wear 2. Sketch and design a jewelry set and colour it. 3. Trace the given design and paint using following techniques. <ol style="list-style-type: none"> a) Wet brush b) Dry brush c) Impression 4. Viva Voce and Folder | |

Scheme of Evaluation for both CIE and SEE

| Sl. No | Particulars | Marks |
|--------------|---|------------|
| 1 | Sketching, designing and colouring various costumes(Two Nos.) | 50 |
| 2 | Accessories designing and colouring | 10 |
| 3 | Fabric Painting | 20 |
| 4 | Viva Voce and Folder | 20 |
| Total | | 100 |

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Programme: Apparel Design and Fabrication Technology

| | | | |
|------------------------|-------------------------------|----------------------------|---|
| Course Code | : 7416 | Semester | : I |
| Course Title | : Basic Computing Techniques | Course Group | : ES |
| No. of Credits | : 3 | Type of Course | : Tutorials, Practical's & Assignments |
| Course Category | : FT | Total Contact Hours | : 3 Hrs Per Week 40 Hrs Per Semester |
| Prerequisites | : No pre- requisites required | Teaching Scheme | : (L:T:P)2:0:4 |
| CIE Marks | : 60 | SEE Marks | : 40 |

Course learning objectives:

| Sl. No | Experiment | No. of Hrs. |
|-----------------|--|-------------|
| Unit-1 | | |
| 1 | a) Identify and understand the models of Computers. b) Identify and understand front panel switches and back panel connections of a Computer system. c) Identify and understand the physical components of a Computer and network Peripherals like modem, switches, connectors, cables etc. | 03 |
| 2 | Demonstration of OS installation (Linux/MS Windows) and installation of anyone Peripherals device such as printer/scanner/web camera etc. | 03 |
| 3 | Practice creating Icons and Folders, Creating & Opening of file, Editing and saving the document, Copy, Cut and Paste operations, built-in utilities of OS like – Text Editors, Paint, Calculator, etc. | 03 |
| 4 | a) Practice browsing of different sites using Search Engine. b) Practice Creating E-Mail accounts, Sending, Receiving of E-Mails. | 03 |
| Unit - 2 | | |
| 5 | Word Processing – a) Open a new file in Word Processor. Set the page to A4 size. Type a document with atleast 3 paragraphs. Use paragraph options like indent, line spacing, alignment (left, centre, right, justify), bold, italic, underline, superscript and subscript options. Insert a table in one of the paragraph. Use tab option for paragraph setting. b) Create a letter for job application and prepare resume for the same. | 08 |

| | | |
|----------------|---|----|
| 6 | Using any spreadsheet create a worksheet containing marks of minimum 5 students in a class for all First semester courses (subjects) of your programme. a) Using formulae calculate the total marks of all courses (subjects) and find the percentage of each student. b) Find the highest and lowest score in each course. c) Create a graph on percentage of all students. | 08 |
| 7 | Presentation: Create a presentation of minimum 5-7 slides on any activity performed by student in his course. Insert minimum one clipart/image, animation and table. | 08 |
| Unit -3 | | |
| 8 | Demonstration of installation of Antivirus software and brief awareness on cyber crime and Cyber laws of India. | 04 |

References:

1. R.S. Salaria, Computer Fundamentals, Khanna Publishing House.
2. <https://www.openoffice.org>
3. <https://www.w3schools.com>
4. A brief study on Cyber Crime and Cyber Law's of India, Animesh Sarmah, Roshmi Sarmah, Amlan Jyoti Baruah, International Research Journal of Engineering and Technology (IRJET), Volume: 04 Issue: 06 | June -2017, <https://www.irjet.net/archives/V4/i6/IRJET-V4I6303.pdf>
5. <https://www.techadvisory.org/2014/03/5-effective-powerpoint-presentation-tips/>
6. <https://www.skillsyouneed.com/present/presentation-tips.html>

Suggested Activities:

One activity per group of size not more than 3-4 students. Each group has to present a *unique* activity. Activity carried out should be presented by the group. Following are the suggested activity or any other activity of similar type.

1. A presentation on Digital initiatives of Central / State governments.
2. Automated Salary sheet of employees.
3. Collect information about different types of computer models (minimum 3) and compare them with respect to processor, memory, DVD availability, HDD capacity, Graphics processor.
4. A report on cyber crime and laws
5. A report on Free and Open source software (FOSS) including OS.

Course learning outcomes:

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

| | |
|-----|---|
| CO1 | Understand and identify the different parts of computer and network peripherals. |
| CO2 | Learn OS systems, its utilities and basic internet tools. |
| CO3 | Create Email ID to send and receive mails |
| CO4 | Understand to create documents in word processor, worksheets and presentations. |
| CO5 | Learn the different information security concepts along with cyber crimes and laws. |

Mapping of Course Outcomes with Programme Outcomes

| CO | Course Outcome | PO Mapped | Linked Experiment | Cognitive Level | R/U/A | Tutorial & Practical Sessions | Allotted marks for SEE on cognitive levels | | | TOTAL |
|-----|---|----------------------------|-------------------|-----------------|-------|-------------------------------|--|---|---|-------|
| | | | | | | | R | U | A | |
| | | | | | | In Hrs | | | | |
| CO1 | Understand and identify the different parts of computer and network peripherals. | 1,7 | 1 | R,U | | 3 | | | | |
| CO2 | Learn OS systems, its utilities and basic internet tools. | 1,7 | 2,3 | R,U,A | | 3 | | | | |
| CO3 | Create Email ID to send and receive mails | 1,7 | 4 | R,U | | 3 | | | | |
| CO4 | Understand to create documents in word processor, worksheets and presentations. | 1,7 | 5,6,7,8 | R,U,A | | 27 | | | | |
| CO5 | Learn the different information security concepts along with cyber crimes and laws. | 1,5,7 | 9 | R,U,A | | 4 | | | | |
| | | Total Hours of instruction | | | | 40 | Total marks | | | |

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

Level of Mapping PO's with CO's

| Course | CO's | Programme Outcomes (PO's) | | | | | | |
|----------------------------|------|---------------------------|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Basic Computing Techniques | CO1 | X | | | | | | X |
| | CO2 | X | | | | | | X |
| | CO3 | X | | | | | | X |
| | CO4 | X | | | | | | X |
| | CO5 | X | | | | | X | X |

Level 3- Highly Mapped, Level 2-Moderately Mapped, Level 1-Low Mapped, Level 0- Not Mapped

- Method is to relate the level of PO with the number of hours devoted to the CO's which maps the given PO.
- If $\geq 50\%$ of classroom sessions related to the CO are addressing a particular PO, it is considered that PO is mapped at Level 3
- If 30 to 50% of classroom sessions related to the CO are addressing a particular PO, it is considered that PO is mapped at Level 2
- If 5 to 30% of classroom sessions related to the CO are addressing a particular PO, it is considered that PO is mapped at Level 1
- If $< 5\%$ of classroom sessions related to the CO are addressing a particular PO, it is considered that PO is considered not-mapped i.e.; Level 0

Course Assessment and Evaluation Chart

| Assessment Method | Type of Assessment | | Target | Assessment methods | Max Marks | Type of record | CO's for assessment |
|---------------------|---------------------------------------|-------------------------------|---------|-----------------------|-----------|-----------------------|---|
| Direct Assessment | CIE Continuous Internal Evaluation | IA Tests | STUDENT | Two Tests(Theory) | 20 | Blue Books | All CO's |
| | | Assignment & Student activity | | Three Skill Tests | 20 | Log record of | Specified CO by the course coordinator |
| | | | | Student Activity | 20 | | |
| | | Total CIE Marks | | 60 | | | |
| | SEE Semester End Exam | | | End of the Course | 40 | Answer Scripts BTE by | All CO's |
| | Total | | | | 100 | | |
| Indirect Assessment | Student feedback | | STUDENT | Mid dle of the course | -NA- | Feedback forms | CO's which are covered |
| | End survey of Course | | | End of course | | Questionnaire | All CO's Effectiveness of delivery of instructions & assessment methods |

Assessment Methodology

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

| Sl. No | Assessment | Mode of Assessment | Schedule of Assessment | Duration | Max marks | Conversion after taking Average |
|--|-------------------------------|--------------------|------------------------------|----------|-----------|---------------------------------|
| 1 | CIE Assessment 1 | Written Test-1 | End of 3 rd week | 1 Hr | 20 | 20 |
| 2 | CIE Assessment 2 | Written Test-2 | End of 13 th week | 1 Hr | 20 | |
| 3 | CIE Assessment 3 | Skill Test-1 | End of 5 th week | 3 Hrs | 20 | 20 |
| 4 | CIE Assessment 4 | Skill Test-2 | End of 7 th week | 3 Hrs | 20 | |
| 5 | CIE Assessment 5 | Skill Test-3 | End of 9 th week | 3 Hrs | 20 | |
| 6 | CIE Assessment 6 | Student Activity | End of 11 th week | - | 20 | 20 |
| Total Continuous Internal Assessment (CIE) Marks | | | | | | 60 |
| 7 | SEE- Semester End Examination | Skill Test | As per BTE | 3 Hrs | 100 | 40 |
| Total Marks | | | | | | 100 |

Rubrics Format (for reference only) for Student activity / Mini Project Assessment Rubrics dimensions can be framed by course coordinator

| DIMENSION | Unsatisfactory 2 | Developing 4 | Satisfactory 6 | Good 8 | Exemplary 10 | Score |
|--|--|---|--|---|--|-------------------|
| Collection of data | Does not collect any information relating to the topic | Collects very limited information; some relate to the topic | Collects some basic information; refer to the topic | Collects relevant information; concerned to the topic | Collects a great deal of information; all refer to the topic | 6 |
| Fulfill team's roles & duties | Does not perform any duties assigned to the team role | Performs very little duties | Performs nearly all duties | Performs all duties | Performs all duties of assigned team roles with presentation | 8 |
| Shares work equally | Always relies on others to do the work | Rarely does the assigned work; often needs reminding | Usually does the assigned work; rarely needs reminding | Does the assigned job without having to be reminded. | Always does the assigned work without having to be reminded and on given time frame | 6 |
| Listen to other Team mates | Is always talking; never allows anyone else to speak | Usually does most of the talking; rarely allows others to speak | Listens, but sometimes talk too much | Listens and contributes to the relevant topic | Listens and contributes precisely to the relevant topic and exhibit leadership qualities | 6 |
| TOTAL | | | | | | 26/4=6.5=7 |

**Model Question Paper Semester End Examination
(SEE)**

| Course & Programme: ADFT. | | | |
|---|--|----|-----------------|
| Semester : I | | | |
| Subject: Basic Computing Techniques | | | |
| Max Marks: 100 | | | |
| Course Code: 7416 | | | Duration: 3 Hrs |
| Sl. No | Question s | CO | PO |
| Unit-1 | | | |
| Answer any one question (<i>Pick one by lottery system</i>) | | | |
| 1 | Define computer. Identify front panel and back panel connections/components of Computer System | 1 | |
| 2 | Define http, https, browser and search engine? List different browsers software's and search engines sites. | 2 | |
| 3 | What is an E-mail? What its advantages? List different email service providers. | 3 | |
| Unit-2 | | | |
| Answer any one question (<i>Pick one by lottery system</i>) | | | |
| 1 | Create a letter for job application and prepare resume for the same. | 4 | |
| 2 | Using any spread sheet create a worksheet containing marks of minimum 5 students in a class for First semester courses (subjects) of your programme. Find the highest and lowest score in each course. | 4 | |
| 3 | Create a presentation on topic of your choice. Insert one clip art image. | 4 | |
| 4 | Create a web page using minimum 5 tags of your choice. | 4 | |

Scheme of Evaluation for SEE

| Sl. No | Particulars | Marks |
|---|--|------------|
| 1 | Answer one question from Unit-1 | 20 |
| 2 | Enter and Execute on the system Unit-2 question. Only after Execution write down the steps carried out. | 40 |
| 4 | Presentation of Result on system of Unit-2 | 20 |
| 5 | Viva – Voce (Unit-1, 2 & 3) | 20 |
| Total | | 100 |
| <p>Note: 1) Evaluation should be based on written procedure and output seen on the screen. No hard copy (Print out) required. Examiner has to clearly mention on the answer sheet: result obtained / partial result /no result.</p> <p>2) Change of one question is allowed only once. 05 Marks should be deducted for the given question.</p> <p>3) For each batch minimum of 3 questions has to be set from Unit-1 & Unit-2 (Model Question paper and Question bank for reference only). By lottery system, each student has to pick one question each from Unit-1 and Unit-2.</p> | | |

Model Question Bank

| Sl. No | Questions |
|----------------|---|
| Unit-1 | |
| 1. | Define computer. Identify front panel and back panel connections/components of Computer System. |
| 2. | What is Computer network? List the different network devices and tools. |
| 3. | What is an Operating system? List different types of Operating System |
| 4. | What is an input and output device? List different types of input and output devices. |
| 5 | What is antivirus? What is its use? List different types of antivirus software's. |
| 6 | Define http, https, browser and search engine? List different browsers software's and search engines sites. |
| 7. | What is an E-mail? What its advantages? List different email service providers. |
| Unit -3 | |
| 8 | What is Cyber crime and cyber law? List the present different cyber attacks. |
| 9 | Classify different types of cyber crimes. |
| 10 | List few points on cyber awareness in order to stay away from cyber crime. |

Equipment List

The following are the specification of the apparatus required for "Introduction to IT Systems Lab" and number of apparatus required for the batch of 25 students.

| Sl. No. | Specification | Required Number |
|----------------|--|------------------------|
| 1 | Computer Systems with latest Configuration | 25 |
| 2 | Networking peripherals – Switch, Cable, Modem with Internet connection | 01 each |
| 3 | 10 KVA UPS with minimum 2 hours back up | 01 |
| 4 | Laser Printers, Scanner and Web camera | 01 each |
| 5 | LED / LCD Projector | 01 |

Tips for Good Presentation

- 1. Don't read your presentation straight from the slides**
Instead of typing out your entire presentation, include only main ideas, keywords, and talking points in your slide show text. Engage your audience by sharing the details out loud.
- 2. Follow the 5/5/5 rule**
To keep your audience from feeling overwhelmed, you should keep the text on each slide short and to the point. Some experts suggest using the **5/5/5 rule**: no more than **five** words per line of text, **five** lines of text per slide, or **five** text-heavy slides in a row.
- 3. Don't forget your audience**
Humor can lighten up a presentation, but if you use it inappropriately your audience might think you don't know what you're doing. Know your audience, and tailor your presentation to their tastes and expectations. *Do not read from your slides. The content of your slides is for the audience, not for the presenter.*
- 4. Choose readable colors and fonts**
Your text should be easy to read and pleasant to look at. Large, simple fonts and theme colors are always your best bet. Make your text larger than usual so people in the back can read it. Presenting with the lights on? Dark text on a light background is your best bet for visibility.



- 5. Don't overload your presentation with animations.**

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Programme: Apparel Design and Fabrication Technology

| | | | |
|-----------------|-------------------------------------|---------------------|-------------------------|
| Course Code | 7417 | Semester | I |
| Course Title | ENVIRONMENTAL SUSTAINABILITY | Course Group | Audit |
| No. of Credits | 2 | Type of Course | Lecture |
| Course Category | AU | Total Contact Hours | 2HrsPer Week |
| | | | 32HrsPerSemester |
| Prerequisites | Basic Environmental Science | Teaching Scheme | (L:T:P)=2:0:0 |
| CIE Marks | 50 | SEE Marks | No |

COURSE OBJECTIVES:

Technicians working in industries or elsewhere essentially require the knowledge of environmental science so as to enable them to work and produce most efficient, economical and eco-friendly finished products.

1. Solve various engineering problems applying ecosystem to produce eco-friendly products.
2. Use relevant air and noise control methods to solve domestic and industrial problems.
3. Use relevant water and soil control methods to solve domestic and industrial problems.
4. To recognize relevant energy sources required for domestic and industrial applications.
5. Solve local solid and e-waste problems.

COURSE OUTCOMES:

At the end of the course student will be able to know:

| | |
|------------|---|
| CO1 | Importance of ecosystem and terminology. |
| CO2 | The extent of air pollution, effects, control measures and acts. |
| CO3 | The extent of noise pollution, effects, control measures and acts. |
| CO4 | The water and soil pollution, effects, control measures and acts |
| CO5 | Different renewable energy resources and efficient process of harvesting. |
| CO6 | Solid Waste Management and Environmental acts. |

DETAILS OF COURSE CONTENT

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

| UNIT NO. | UNIT SKILL SET | TOPICS/SUB TOPICS | HOURS L-T-P |
|--|---|---|------------------------|
| UNIT-1 Ecosystem | Understand about ecosystem Able to differentiate between biotic and abiotic components. | Structure of ecosystem Biotic & Abiotic components Aquatic(Lentic and Lotic)and terrestrial ecosystem. Global warming-Causes, effects, Green House Effect, Ozone depletion. | 03-0-0 |
| Unit-2 Air Pollution | Able to differentiate between natural and manmade sources of air pollution Gain knowledge about the prevention measure of air pollution. | Air pollution Natural and manmade sources of air pollution Effects of air pollution Air Pollutants and Types. Control of air pollutants by Cyclone separator and Electrostatic Precipitator Air(prevention and control of pollution)act1981 | 03-0-0 |
| Unit-3 Noise Pollution: | Understand about the noise pollution Able to prevent noise pollution | Noise pollution: sources of pollution Measurement of pollution level, Effects and Control of Noise pollution Noise pollution (Regulation and Control)Rules,2000 | 02-0-0 |
| Unit-4 Water and Soil Pollution | Able to list the sources of water pollution Gain knowledge about to control measure of water pollution Understand about importance of fertilizers pesticides and insecticides | Water pollution and Sources of water pollution Types of water pollutants Characteristics of water pollutants, control measures of water pollution. Definition and list unit operations in water and Waste water Treatment process. Water (prevention and control of pollution) act 1974 Water conservation–Importance of Rain water Harvesting. Soil pollution, Causes, Effects and Preventive measures of Soil Pollution due to Excessive use of Fertilizers, Pesticides and Insecticides | 08-0-0 |

| | | | |
|---|---|--|--------|
| Unit-5 Renewable sources of Energy | Understand the concept of solar energy and use of solar water heater Gain knowledge about the current and future prospects of wind energy Able to list the new energy source based on environmental benefits. | SolarEnergy:BasicsofSolarenergy.Definitio nandadvantagesofadvancedsolarcollectors Solar water heater and Solar stills and their uses. Biomass: Overview of biomass as energy source. Thermal characteristics of bio masses fuel. Wind energy: Current status and future prospects of wind energy. Wind energy in India Need of new Energy sources, Different type's new energy sources. Environmental benefits of New Energy Sources-Hydrogen energy, Ocean energy resources, Tidal energy conversion. | 08-0-0 |
| Unit-6 Solid Waste Management and Environmental Acts | Able to explain the sources and characteristics of municipal solid waste. Able to reuse of the plastic products. Understand the importance of Environment act | Solid waste generation, Sources and characteristics of Municipal solid waste Solid Waste Management rules 2016-3 R in SWM E-Waste generation, Sources and characteristics. E-waste management rules 2016. Plastic Waste generation, Sources and characteristics, Recycled plastic rules2016. Importance of Environment (protection) act 1986 Occupational health and safety measures. | 08-0-0 |

MAPPING OF CO WITH PO

| Unit No & Name | Detailed Course Content | CO | PO | Contact Hrs |
|-------------------------------------|--|-----------|-----------|--------------------|
| 1. Ecosystem | Structure of ecosystem, Biotic & Abiotic components, Aquatic (Lentic and Lotic) and terrestrial ecosystem. | CO1 | 1,5,7 | 1 |
| | Global warming-Causes, effects. | CO1 | 1,5,7 | 2 |
| | Green House Effect, Ozone depletion-Causes, effects | CO1 | 1,5,7 | 3 |
| 2. Air and Pollution | Air pollution, Natural sources of air pollution, Man Made sources of air pollution | CO2 | 1,5,7 | 4 |
| | Air pollutants and Types, Effects of Particulate Pollutants And control by Cyclone separator | CO2 | 1,5,7 | 5 |
| | Effects of Particulate Pollutants and control by Electrostatic Precipitator, Air (prevention and control of pollution)act1981. | CO2 | 1,5,7 | 6 |

| | | | | |
|---|--|-----|-------|-----------|
| 3. Noise Pollution | Noise pollution: sources of pollution, Measurement of Noise pollution level. | CO3 | 1,5,7 | 7 |
| | Effects and Control of Noise pollution. Noise pollution(Regulation and Control)Rules,2000 | CO3 | 1,5,7 | 8 |
| 4. Water and Soil Pollution: | Sources of water pollution. Types of water pollutants, Characteristics of water pollutants. | CO4 | 1,5,7 | 9 |
| | Control measures of water pollution. | CO4 | 1,5,7 | 10 |
| | Definition and list unit operations in water and Waste water Treatment process, Water (prevention and control of pollution) act1974. | CO4 | 1,5,7 | 11 |
| | Water conservation–Importance of Rain water Harvesting | CO4 | 1,5,7 | 12 |
| | Soil pollution, Causes and Effects due to Fertilizers, Pesticides and Insecticides | CO4 | 1,5,7 | 13,14 |
| | Preventive measures of Soil Pollution due to Excessive use Of Fertilizers, Pesticides and Insecticides. | CO4 | 1,5,7 | 15,16 |
| 5. Renewable sources of Energy | Solar Energy: Basics of Solar energy. Solar collectors and advantages of Advanced solar collectors. | CO5 | 1,5,7 | 17 |
| | Solar water heater, Solar stills and their uses. | CO5 | 1,5,7 | 18 |
| | Biomass: Overview of biomass as energy source. Thermal Characteristics of biomass as fuel. | CO5 | 1,5,7 | 19 |
| | Windenergy:Currentstatusandfutureprospectsofwindenergy .WindenergyinIndia. | CO5 | 1,5,7 | 20 |
| | Need of new Energy sources, Different type’s new energy sources. Environmental benefits of New Energy Sources-Hydrogen energy | CO5 | 1,5,7 | 21,22 |
| | Environmental benefits of New Energy Sources-Ocean Energy resources | CO5 | 1,5,7 | 23 |
| | Environmental benefits of New Energy Sources-Tidal energy conversion. | CO5 | 1,5,7 | 24 |
| 6. Solid Waste Management and Environmental Acts | Solid waste generation, Sources, Characteristics of solid waste Solid Waste Management rules 2016 | CO6 | 1,5,7 | 25 |
| | E-Waste generation Sources and characteristics, E-waste management rules 2016 | CO6 | 1,5,7 | 26 |
| | Plastic Waste generation Sources and characteristics, Plastic Waste Sources and characteristics | CO6 | 1,5,7 | 27,28 |
| | Recycled plastic rules 2016, Importance of Environment (protection) act 1986, | CO6 | 1,5,7 | 29,30 |
| | Occupational health and safety measures. | CO6 | 1,5,7 | 31,32 |
| Total | | | | 32 |

References:

(a) Suggested Learning Resources:

Books:

1. S.C. Sharma & M.P. Poonia, Environmental Studies, Khanna Publishing House, New Delhi
2. C.N.R. Rao, Understanding Chemistry, Universities Press (India) Pvt. Ltd., 2011.
3. Arceivala, Soli Asolekar, Shyam, Waste water Treatment for Pollution Control and Reuse, Mc-Graw Hill Education India Pvt. Ltd., New York, 2007, ISBN:978-07-062099.
4. Nazarovoff, William, Cohen, Lisa, Environmental Engineering Science, Wiley, New York, 2000, ISBN10:0471144940.
5. O.P. Gupta, Elements of Environmental Pollution Control, Khanna Publishing House, New Delhi
6. Rao, C.S., Environmental Pollution Control and Engineering, New Age International Publication, 2007, ISBN:81-224-1835-X.
1. Rao, M.N. Rao, H.V.N, Air Pollution, Tata Mc-Graw Hill Publication, New Delhi, 1988, ISBN:0-07-451871-8.
2. Frank Kreith, Jan FKreider, Principles of Solar Engineering, McGraw-Hill, New York; 1978, ISBN:9780070354760.
7. Aldo Vieira, DaRosa, Fundamentals of renewable energy processes, Academic Press Oxford, UK; 2013. ISBN:9780123978257.
3. Patvardhan, A.D, Industrial Solid Waste, TeriPress, New Delhi, 2013, ISBN:978-81-7993-502-6
4. Metcalf & Eddy, Waste water Engineering, Mc-Graw Hill, New York, 2013, ISBN:077441206.
5. Keshav Kant, Air Pollution & Control, Khanna Publishing House, New Delhi (Edition 2018)

(b) Open source software and website address:

1. www.eco-prayer.org
2. www.teriin.org
3. www.cpcp.nic.in
4. www.cpcp.gov.in
5. www.indiaenvironmentportal.org.in
6. www.whatis.techtarget.com
7. www.sustainabledevelopment.un.org
8. www.conserve-energy-future.com

Teachers should use the following strategies to achieve the various outcomes of the course.

- Different methods of teaching and media to be used to attain classroom attention.
- Massive open online courses (MOOCs) may be used to teach various topics/subtopics.
- 15-20% of the topics which are relatively simpler or descriptive in nature should be given to the students for self-learning and assess the development of competency through classroom presentations.
- Micro-projects may be given to group of students for hand-on experiences
- Encouraging students to visit sites such as Railway station and research establishment around the institution

Mapping of Course Outcomes with Programmed Outcomes

| CO | Course Outcome | PO Mapped | Cognitive Level R/U/A | Theory Sessions In Hrs | Allotted marks for CIE on cognitive levels | | TOTAL |
|-----------------------------------|---|-----------|--------------------------|------------------------|--|----|-------|
| | | | | | R | U | |
| CO1 | Importance Of ecosystem and terminology | 1,5,7 | R,U | 03 | 02 | 02 | 04 |
| CO2 | The extent of air pollution, effects, control measures and acts. | 1,5,7 | R,U | 03 | 03 | 02 | 05 |
| CO3 | The extent of noise pollution, effects, control measures and acts. | 1,5,7 | R,U | 02 | 03 | 02 | 05 |
| CO4 | The water and soil pollution, effects, control measures and acts | 1,5,7 | R,U | 08 | 03 | 02 | 05 |
| CO5 | Different renewable energy resources and efficient process of harvesting. | 1,5,7 | R,U | 08 | 03 | 02 | 05 |
| CO6 | Solid Waste Management and Environmental acts. | 1,5,7 | R,U | 08 | 02 | 04 | 06 |
| Total Hours of instruction | | | | 32 | 30 | | |

R-Remember U-Understanding

Level of Mapping PO's with CO's

| Course | CO's | Programme Outcomes (PO's) | | | | | | |
|-----------------------|------|---------------------------|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Environmental Science | CO1 | 3 | 0 | 0 | 0 | 2 | 0 | 1 |
| | CO2 | 3 | 0 | 0 | 0 | 2 | 0 | 1 |
| | CO3 | 3 | 0 | 0 | 0 | 2 | 0 | 1 |
| | CO4 | 3 | 0 | 0 | 0 | 2 | 0 | 1 |
| | CO5 | 3 | 0 | 0 | 0 | 2 | 0 | 1 |
| | CO6 | 3 | 0 | 0 | 0 | 2 | 0 | 1 |

Level 3-Highly Mapped, Level 2-Moderately Mapped, Level 1-Low Mapped, Level 0-Not Mapped

1. Method is to relate the level of PO with the number of hours devoted to the COs which maps the given PO.
2. If $\geq 50\%$ of classroom sessions related to the CO are addressing a particular PO, it is considered that PO is mapped at Level 3
3. If 30 to 50% of classroom sessions related to the CO are addressing a particular PO, it is considered that PO is mapped at Level 2
4. If 5 to 30% of classroom sessions related to the CO are addressing a particular PO, it is considered that PO is mapped at Level 1
5. If $< 5\%$ of classroom sessions related to the CO are addressing a particular PO, it is considered that PO is Considered not mapped i.e. Level 0

Course Assessment and Evaluation Chart

| Sl. No | Assessment | Duration | Max marks | Conversion |
|--------------------|---|-----------|-----------|-----------------------------------|
| 1. | CIE Assessment 1(Written Test -1-At the end of 6 th week | 80minutes | 30 | Average of three written Tests 30 |
| 2. | CIE Assessment 2(Written Test- 2)-At the end of 10 th week | 80minutes | 30 | |
| 3. | CIE Assessment 3(Written Test-3)-At the end of 15 th week | 80minutes | 30 | |
| 4 | CIE Assessment 4(MCQ/Quiz)-At the end Of 8 th week | 60minutes | 20 | Average of three 20 |
| 5 | CIE Assessment 5 (Open book Test) - At the end of 13 th week | 60minutes | 20 | |
| 6 | CIE Assessment 6(Student activity/Assignment)-At the Beginning of 16 th week | | 20 | |
| 7. | Total Continuous Internal Evaluation(CIE)Assessment | | | 50 |
| TOTAL MARKS | | | | 50 |

Note:

Average marks of Three CIE test.

Assessment of assignment and student activity is evaluated through appropriate rubrics by the respective course coordinator. The secured mark in each case is rounded off to the next higher digit.

MANDATORY STUDENT ACTIVITY: EACH STUDENT HAS TO SELECT ANY ONE OF THE LISTED

1. Students chose one thing to reduce at home each week and write journal entries about their successes and challenges implementing the change. In class, they form groups and create "Do You Know?" posters.
2. Students pretend they are architects and come up with a series of design changes to make their school more environmentally friendly. They then grade their projects according to a rubric.
3. A presentation for Green Team Club members to introduce themselves and the purpose of their club. They explain how to use their new recycling bins, in the classroom and in the cafeteria.
4. Ever wonder what's in your school's waste? This hands-on activity helps students assess their school's waste in order to think of ways to reduce it. The results can be incorporated into the school's recycling plan.
5. How do we measure climate change? What activities contribute to climate change?
6. Start a compost or worm bin. Composting is a hands-on way to learn about important life science concepts such as ecosystems, food webs and bio degradation. Students experience how worms and other decomposers recycle fruits and vegetables scraps in to compost. Use the compost in your college garden! Have green team students make up a skit and present details about the new composting program to all classrooms. Have them make signs for the bins (compost, recycle, and landfill), monitor the waste collection at lunch time, cart the food waste to the compost, and decide how and where the compost will be used.
7. Paint posters and decorate bulletin boards or the doors to the cafeteria with waste-free lunch messages to announce or support a waste-free event, and have students vote for their favorite poster.
8. Conduct a classroom audit to identify waste and look for ideas to reduce and reuse. Empower the student to set goals, search for solutions and review progress.
9. Go on a field trip. Visit your local landfill, recycling centre, or a nearby composting facility where the students can see first-hand what is happening to waste and learn about the life cycle of waste and its effect on the environment.
10. Home energy audit: Have students make a list of all the appliances and light bulbs in their house. How much energy does their house use if all the lights are on for 4 hours per day? If their appliances are on for 2 hours per day? How much energy could they save if they switched to energy-efficient appliances or light bulbs?
11. Use recycled material in art projects: Recycled materials can make beautiful art project such as jewelry, planters, and bird houses. Incorporating materials that would otherwise be thrown away into art projects can show your students how to find new uses for these items.

12.Life cycle: One way to show students what happens when you put something in the trash versus recycling or reusing the object is to do a life cycle analysis. This is a flow chart that shows the environmental impacts of an object, from extracting the raw materials to decomposition and everything in between. When something is put in the trash instead of being reused or recycled, the life cycle assessment will show a bigger environmental impact. When something is reused or recycled, the environmental impact is less because raw materials don't need to be extracted to create something new.

Model Question Paper IA Test(CIE)

| Programme: APPAREL DESIGN AND FABRICATION TECHNOLOGY Semester: I | | | | | |
|--|-----------------|-----------|--------------------------------|-----------|--------------|
| Course: ENVIRONMENTAL SUSTAINABILITY | | | MaxMarks:30 | | |
| Course Code:7417 | | | Duration:1Hr 20 minutes | | |
| Name of the course coordinator: | | | Test: I/II/III | | |
| Note: Answer one fullquestionfromeachsection.Onefullquestioncarries10 marks. | | | | | |
| Qn. No | Question | CL | CO | PO | Marks |
| Section-1 | | | | | |
| 1.a) | | | | | |
| b) | | | | | |
| c) | | | | | |
| 2.a) | | | | | |
| b) | | | | | |
| c) | | | | | |
| Section-2 | | | | | |
| 3.a) | | | | | |
| b) | | | | | |
| c) | | | | | |
| 4.a) | | | | | |
| b) | | | | | |
| c) | | | | | |
| Section-3 | | | | | |
| 5.a) | | | | | |
| b) | | | | | |
| c) | | | | | |
| 6.a) | | | | | |
| b) | | | | | |
| c) | | | | | |

GOVERNMENT OF KARNATAKA
DEPARTMENT OF COLLEGIATE AND TECHNICAL EDUCATION
JSS POLYTECHNIC FOR THE DIFFERENTLY ABLED (AUTONOMOUS)
Programme: Apparel Design and Fabrication Technology

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

COURSE OBJECTIVES:

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

COURSE OUTCOMES:

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

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

COURSE CONTENT:

| Unit No & Name | Detailed Course Content | CO | PO | Contact Hrs |
|---|---|-----|---------|-------------|
| 1. Introduction To Sign Language | Self-Introduction | CO1 | 1,5,6,7 | 2 |
| | Introduction to Sign Language with Definitions | CO1 | 1,5,6,7 | 1 |
| | Importance of Sign language | CO1 | 1,5,6,7 | 1 |
| | Different types of Sign | CO1 | 1,5,6,7 | 1 |
| | Advantages and usages of Sign Language | | | |
| CIE Assessment 1 | | | 1 | |
| 2. Alphabets and Finger Spelling | Know the signs for Alphabets in American and Indian Sign language | CO2 | 1,5,6,7 | 2 |
| | Finger spelling and its usages, in reading and framing the words | CO2 | 1,5,6,7 | 3 |
| | 2.3 Practice Session | | | |
| CIE Assessment 2 | | | 1 | |

| | | | | |
|---|---|-----|---------|---|
| 3. Calendar Words, Colors, Time related Words and Greeting Words | Know Weeks names in finger spelling in signs Know months names in finger spelling in signs Know sign for numbers | CO3 | 1,5,6,7 | 2 |
| | Know colour sign in finger spelling Know the variations and to show time related words in Sign Know the signs for the Greeting Words. Practice Session | CO3 | 1,5,6,7 | 5 |
| | CIE Assessment 3 | | | 1 |
| 4. Educational Words With Simple Sentences | 4.1 Know the signs for the Educational Words 4.1 Know the signs to frame the sentences | CO3 | 1,5,6,7 | 4 |
| | 4.2 Practice Session | | | 1 |
| | CIE Assessment 4 | | | 1 |
| 5. General Vocabulary with Simple Sentence | 5.1 Know the signs for General Vocabulary and variants 5.1 Know the signs to frame the sentences. | CO3 | 1,5,6,7 | 4 |
| | 5.2 Practice Session | | | 1 |
| | CIE Assessment 5 | | | 1 |

References:

(a) Suggested Learning Resources:

Books:

1. Book on Sign Language, Ali Yavar Jung
National Institute for the Hearing Handicapped,
Training Center for Adult Deaf.
2. Indian Sign Language Dictionary, Ramakrishna Mission Vidyalaya.
3. Book on Hearing Impairment, Ali
Yavar Jung National Institute for
the Hearing Handi capped,
Training Center for Adult Deaf.
4. Signing Naturally Level1, Cheri Smith, EllaMae Lentz, Ken Mikes.
5. Signing Naturally Level2, Cheri Smith, EllaMae Lentz, Ken Mikes

Open source software and website address:

- 1) www.indiansignlanguage.org
- 2) www.islrte.nic.in
- 3) www.talkinghands.co.in
- 4) www.def.org.in

Teaching strategies:

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

Mapping of Course Outcomes with Programme Outcomes

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

Level of Mapping PO's with CO's

| Course | CO's | Programme Outcomes (PO's) | | | | | | |
|------------------------|------|---------------------------|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Sign Language-I | CO1 | 2 | 0 | 0 | 0 | 2 | 2 | 2 |
| | CO2 | 2 | 0 | 0 | 0 | 2 | 2 | 2 |
| | CO3 | 2 | 0 | 0 | 0 | 2 | 2 | 2 |
| | CO4 | 2 | 0 | 0 | 0 | 2 | 2 | 2 |
| | CO5 | 2 | 0 | 0 | 0 | 2 | 2 | 2 |

Level 3-Highly Mapped, Level 2-Moderately Mapped, Level 1-Low Mapped, Level 0-Not Mapped

1. Method is to relate the level of PO with the number of hours devoted to the CO's which maps the given PO.
2. If $\geq 50\%$ of classroom sessions related to the CO are addressing a particular PO, it is considered that PO is mapped at Level 3
3. If 30 to 50% of classroom sessions related to the CO are addressing a particular PO, it is considered that PO is mapped at Level 2
4. If 5 to 30% of classroom sessions related to the CO are addressing a particular PO, it is considered that PO is mapped at Level 1
5. If $< 5\%$ of classroom sessions related to the CO are addressing a particular PO, it is considered that PO is considered not-mapped i.e.; Level 0

Course Assessment and Evaluation Chart

| Sl. No | Assessment | Duration | Max marks | Conversion |
|--------------------|---|-----------|-----------|--|
| 1. | CIE Assessment1(Activity 1-At the end of 3rd week | 60minutes | 10 | Total of all the CIE Assessment |
| 2. | CIE Assessment 2 (Activity-2)-At the end of 6th week | 60minutes | 10 | |
| 3. | CIE Assessment 3(Activity-3)-At the end of 10th week | 60minutes | 10 | |
| 4 | CIE Assessment 4(MCQ/Quiz)- At the end of 13th week | 60minutes | 10 | |
| 5 | CIE Assessment 5(Activity/Assignment)-At The beginning of 16th week | 60minutes | 10 | |
| 7. | Total Continuous Internal Evaluation (CIE) Assessment | | | 50 |
| Total Marks | | | | 50 |

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JSS POLYTECHNIC FOR THE DIFFERENTLY ABLED (AUTONOMOUS)
Programme: Apparel Design and Fabrication Technology

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

COURSE OBJECTIVES:

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

1. Understand basics of psychology and its importance.
2. Build cognitive ability.
3. Practice to control the emotions effectively.
4. Manage stress effectively.

COURSE OUTCOMES

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

| Course Outcomes | |
|------------------------|--|
| CO1 | Acquire and apply knowledge about self-development for better quality of life. |
| CO2 | Obtain knowledge to improve cognitive ability. |
| CO3 | Acquire verbal and non verbal communication. |
| CO4 | Develop basic knowledge on emotion management. |
| CO5 | Obtain basic knowledge on stress management. |

2. COURSE CONTENT OUT LINE WITH TEACHING HOURS AND MARKS

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

DETAILS OF COURSE CONTENTS

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

| UNIT NO. | SKILLS | TOPICS/SUBTOPICS | HOURS |
|---|--|--|--------------|
| UNIT- 1. Introduction to Psychology & Self-development | Understand psychology, Mind and body relationship which helps in understanding self. Understanding and incorporation self-development and self-confidence. | Introduction to psychology. Mind-body relationship. Self-development. Self-confidence. | 06 |
| UNIT- 2.Cognition | Understand what is thinking. Techniques of Learning and improve learning skills. Understand memory and improving memory skills. | Thinking Learning. Memory. | 08 |
| UNIT-3 Communication | Understand effective communication skills and adapt them. | Effective communication Types of communication among differently abled : Verbal/sign language Communication Non Verbal Communication Written communication Visual communication Improving relations with the help of communication. | 06 |
| UNIT-4 Emotions | Understand the emotions and learn how to cope with it. Learn anger management techniques. | Different types of emotions. Coping with emotion. Emotional intelligence. Anger Management | 06 |
| UNIT-5 Stress and Resilience | Understand stress and its roots. Learn stress management and coping mechanism. Develop resilience. | Understanding stress Stress Management Coping Mechanism Resilience. | 06 |

4. MAPPING OF CO WITH PO

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

5.LEVELS OF CO AND PO MAPPING

| Psychology and Counseling | Programme Outcomes | | | | | | |
|---------------------------|--------------------|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Course outcomes | | | | | | | |
| CO1 | 2 | 0 | 0 | 0 | 3 | 1 | 2 |
| CO2 | 2 | 0 | 0 | 0 | 3 | 1 | 2 |
| CO3 | 2 | 0 | 0 | 0 | 3 | 1 | 2 |
| CO4 | 2 | 0 | 0 | 0 | 3 | 1 | 2 |
| CO5 | 2 | 0 | 0 | 0 | 3 | 1 | 2 |

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

1. Method is to relate the level of PO with the number of hours devoted to the COs which address the given PO.
2. If > 40% of classroom sessions addressing particular PO, it is considered that PO is addressed at Level3
3. If 25 to 40% of classroom sessions addressing a particular PO, it is considered that PO is addressed at Level2
4. If 5 to 25% of classroom sessions addressing a particular PO, it is considered that PO is addressed at Level1 If < 5 % of classroom sessions addressing a particular PO, it is considered that PO is considered not-addressed.

6. COURSE ASSESSMENT AND EVALUATION CHART

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

7. INSTRUCTIONAL STRATEGY

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

8. DETAILED COURSE CONTENTS

| UNIT NO.AND NAME | DETAILED COURSE CONTENT | CO | PO | CONTACT HRS. | TOTAL |
|---|-----------------------------|----|---------|--------------|-----------|
| 1. Introduction & Self-development | Introduction to psychology. | 1 | 1,5,6,7 | 1 | 06 |
| | Mind-body relationship. | 1 | 1,5,6,7 | 1 | |
| | Self-development. | 1 | 1,5,6,7 | 1 | |
| | Self-confidence. | 1 | 1,5,6,7 | 1 | |
| | Activity on self confidence | 1 | 1,5,6,7 | 1 | |
| | CIE Assessment I | 1 | 1,5,6,7 | 1 | |
| 2. Cognition | Thinking. | 2 | 1,5,6,7 | 1 | 08 |
| | Learning. | 2 | 1,5,6,7 | 1 | |
| | Memory. | 2 | 1,5,6,7 | 1 | |
| | Activity on thinking | 2 | 1,5,6,7 | 1 | |
| | Activity on learning | 2 | 1,5,6,7 | 1 | |
| | Activity on memory | 2 | 1,5,6,7 | 2 | |
| | CIE Assessment 2 | 2 | 1,5,6,7 | 1 | |

| | | | | | |
|--------------------------|--|---|---------|-----------|----|
| 3. Communication | Effective communication | 3 | 1,5,6,7 | 1 | 06 |
| | Types of communication among differently abled: Verbal/sign language Communication Non Verbal Communication Written communication | 3 | 1,5,6,7 | 1 | |
| | d) Visual communication | 3 | | | |
| | Improving relations with the help of communication. | 3 | 1,5,6,7 | 1 | |
| | Individual activity on communication | 3 | 1,5,6,7 | 1 | |
| | Group activity on communication | 3 | 1,5,6,7 | 1 | |
| | CIE Assessment 3 | 3 | 1,5,6,7 | 1 | |
| | | | | | |
| 4. Emotions | Different types of emotions. | 4 | 1,5,6,7 | 1 | 06 |
| | Coping with emotion. Emotional intelligence. | 4 | 1,5,6,7 | 1 | |
| | Anger Management. | 4 | 1,5,6,7 | 1 | |
| | Activity on understanding emotions. | 4 | 1,5,6,7 | 1 | |
| | Activity on anger management. | 4 | 1,5,6,7 | 1 | |
| | CIE Assessment 4 | 4 | 1,5,6,7 | 1 | |
| 5. Stress and Resilience | Understanding stress | 5 | 1,5,6,7 | 1 | 06 |
| | Stress Management | 5 | 1,5,6,7 | 1 | |
| | Coping Mechanism | 5 | 1,5,6,7 | 1 | |
| | Resilience | 5 | 1,5,6,7 | 1 | |
| | Activity on resilience techniques | 5 | 1,5,6,7 | 1 | |
| | CIE Assessment 5 | 5 | 1,5,6,7 | 1 | |
| Total | | | | 32 | |

9. SUGGESTED LIST OF STUDENTS ACTIVITIES

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

10. SUGGESTED LEARNING REFERENCES

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