

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

**DIPLOMA IN APPAREL DESIGN AND FABRICATION
TECHNOLOGY**

(C-21)

SECOND SEMESTER

W.E.F 2022-23

CURRICULUM STRUCTURE**II 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 Assigned Grade)	Grade Point	SGPA and CGPA
				L	T	P			Max	Min	Max	Min				
THEORY COURSES																
1	FT	7421	Pattern Illustration-II	4	0	0	4	4	50	20	50	20	100	40		
2	FT	7422	Fiber Science	4	0	0	4	4	50	20	50	20	100	40		
3	FT	7423	Apparel sewing techniques	4	0	0	4	4	50	20	50	20	100	40		
PRACTICAL COURSES																
4	FT	7424	Pattern & Garment Construction-II	2	0	4	6	4	60	24	40	16	100	40		
5	FT	7425	Yarn Craft-I	2	0	4	6	4	60	24	40	16	100	40		
6	FT	7426	Communication Skills in English	2	0	4	6	4	60	24	40	16	100	40		
AUDIT COURSES																
7	FT	7427	À»vÀå 1AZÀÈÀ -1 / §¼ÀPÉ PÀ&ÀβqÀ -1	2	0	0	2	2	50	20	-	-	50	20		
8	PSY	2102	Psychology-II	2	0	0	2	-	-	-	-	-	-	-		
9	SL	2102	Sign Language - II	2	0	0	2	-	-	-	-	-	-	-		
Total				24	0	12	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. Theory course Semester End Examination (SEE) is conducted for 100 marks(3 Hours duration)
2. 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	: 7421	Semester	: SECOND
Course Title	: Pattern Illustration-II	Course Group	: Core
No. of Credits	: 04	Type of Course	: Lecture
Course Category	: FT	Total Contact Hours	: 4 Hrs Per Week 64 Hrs per semester
Prerequisites	: Knowledge of Apparel Construction	Teaching Scheme	: (L:T:P)-4:0:0
CIE Marks	: 50	SEE Marks	: 50

Course Objectives:

1. To evaluate and draft the different types of paper pattern
 2. To know the construction method for various girls garments
 3. To have the knowledge of layout and estimation of various girls garments.
 4. To create different types of paper patterns used to make girls garments.
- 1 To understand different systems of cutting
 - 2 ability to understand different technical terms and their application

Course Content

Unit-1 PAPER PATTERN		Allotted Hrs : 10 Hrs
1.1	Principles, Importance and uses of paper pattern	
1.2	Study of different types of paper pattern - Block pattern, individual pattern, graded pattern and Bought pattern.	
Unit-2 MENDING OF GARMENT		Allotted Hrs: 14Hrs
2.1.	Patching by hand and machine.	
2.2	Darning by hand and machine.	
2.3	Remodeling of garment	
2.4	Edge Finishing's : Self made edge finishing – Piping, Facing, Embroidery stitches, Fringes, Tassels, Gathers, Pleats, Loops, Swags.	
2.5	Edge Finishing's : Readymade edge finishing- Trimmings, Tassels, Fringes, Satin Ribbon, Cords, Beads, Tubes, Seashell, Gungroos, Sequences.	
2.6	Pinafore Skirt with V – Neck and waist band	
2.7	Low Waist Frilled frock with two step frills, Round neck with piping, Decorate with frills for the body part, belt at waist .	

Unit-3 STUDY OF SLEEVES, AND COLLARS		Allotted Hrs: 12 Hrs
3.1	SLEEVES-Plain Raglan, Kimono Sleeve, Dolman Sleeve, Baggy Sleeve.	
3.2	COLLARS-PeterPancollarConvertibleCollar,OpenCollar,StandCollar,Berthacollar	
3.3	Uniform Blouse with Open collar, Plain sleeves.	
3.4	Yoke Frock with Round neck and Frills, Puff Sleeves, half back open	
Unit-4 TECHNICAL TERMS AND SYSTEM OF CUTTING		AllottedHrs:14Hrs
4.1	Study of technical Terms--Scye Depth, Neck height, Gusset, Inlay, Notch, Lining, Interlining, Notions, Ease, Facing, Grain line, Selvedge	
4.2	System of Cutting--Breast system, Scale System, Height system.	
4.3	Umbrellafrock-Boatneck,umbrellasleeves,beltatwaist,skirtfinishingwithpiping	
Unit-5 LAYOUT AND ESTIMATION		AllottedHrs:14Hrs
5.1	Classification of layout-- Direct and indirect layout.	
5.2	Layout and Estimation of the garments mentioned in unit II, III and IV units on various width of fabric-- Single, Medium and Double Width	

References:**a)Suggested Learning Resources:**

Zarapkar System of Cutting, Arvind Zarapkar, Navneet Complete Guide to Sewing, Reader's Digest

Books:

- (a) Cutting and Tailoring, Gayatri Verma Cutting and tailoring vol2, eshwari anwani Open source software and website address:

<https://www.youtube.com/watch?v=hU76WQWy4ul><https://www.youtube.com/watch?v=ED9sMgnX6OI>

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 of 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 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 different types of paper pattern and its application.

CO2.To know the various methods used to mend, edge finishing of the garments.

CO3.Ability to understand the construction, layout and estimation of various garments.

CO4.To know the technical terms and its application in girls' garment.

Detailed Course content

Unit No & Name	Detailed Course Content	CO	PO	Contact Hrs
1. PAPER PATTERN	Principles of paper pattern	1	1	1
	Importance and Uses of paper pattern.	1	1	3
	Study of different types of paper pattern-Block pattern, Individual pattern.	1	1	3
	Study of different types of paper pattern - Graded pattern and Bought pattern.	1	1	3
2. MENDING OF GARMENT	Patching by hand and machine	2	4	1
	Darning by hand and machine	2	4	1
	Remodeling of garment	2	4	1
	Edge Finishing's: Self made edge finishing- Piping, Facing, Embroidery stitches	2	4	2
	Fringes, Tassels, Gathers, Pleats, Loops, Swags.	2	5	1
	Edge Finishing's :Readymade edge finishing- Trimmings, Tassels, Fringes	2	5	1
	Satin Ribbon, Cords, Beads, Tubes, Seashell, Gungroos, Sequences. Pinafore Skirt with V-Neck and waist band	2	5	1
	Pinafore Skirt with V-Neck and waist band	4	5	1
	Low Waist Frilled frock with two step frills, Round neck with piping, Decorate with frills for the body part, belt at waist.	4	5	2
	Low Waist Frilled frock with two step frills, Round neck with piping, Decorate with frills for the body part, belt at waist .	4	5	1
3. STUDY OF SLEEVES, AND COLLARS	SLEEVES- Plain Raglan, Kimono Sleeve	3	3	1
	SLEEVES-Dolman Sleeve	3	3	1
	SLEEVES-Baggy Sleeve.	3	3	1
	COLLARS-Peter Pan collar	3	3	1
	COLLARS-Convertible Collar, Open Collar	3	3	1
	COLLARS-Stand Collar, Bertha collar	3	3	1
	Uniform Blouse with Open collar, Plain sleeves	3	3	1
	Uniform Blouse with Open collar, Plain sleeves	3	3	1
	Yoke Frock with Round neck and Frills, Puff Sleeves, half back open	4	3	1
	Yoke Frock with Round neck and Frills, Puff Sleeves, half back open	4	3	2
Yoke Frock with Round neck and Frills, Puff Sleeves, half back open	4	3	1	

4. TECHNICAL TERMS AND SYSTEM OF CUTTING	Study of technical Terms-Scye Depth, Neck height, Gusset, Inlay, Notch, Lining, Interlining	3	4	2
	Notions, Ease, Facing, Grain line, Selvedge	3	4	1
	System of Cutting–Breast system	3	4	2
	System of Cutting–Scale system	3	4	1
	System of Cutting –Height system	3	4	1
	Umbrella frock-Boat neck, umbrella sleeves, belt at waist, skirt finishing with piping	4	6	2
	Umbrella frock-Boat neck, umbrella sleeves, belt at waist, skirt Finishing with piping	4	6	1
	Umbrella frock-Boat neck, umbrella sleeves, belt at waist, skirt Finishing with piping	4	6	1
	Umbrella frock-Boat neck, umbrella sleeves, belt at waist, skirt finishing with piping	4	6	2
	5. LAYOUT AND ESTIMATION	Classification of layout–Direct layout and Indirect layout	3	7
Layout and Estimation of -Pinafore skirt in single & medium width		3	7	1
Layout and Estimation of -Pinafore skirt in Double width		3	7	1
Layout and Estimation of –Low Waist frock in single & medium width		3	7	1
Layout and Estimation of-Low Waist frock in Double width		3	7	1
Layout and Estimation of- Uniform Blouse in single width		3	3	1
Layout and Estimation of-Uniform Blouse in medium width		3	3	1
Layout and Estimation of - Uniform Blouse in Double width		3	3	1
Layout and Estimation of –Umbrella Frock in Single width		3	3	1
Layout and Estimation of–Umbrella Frock in Medium width		3	3	1
Layout and Estimation of –Umbrella Frock in Double width		3	3	1
Layout and Estimation of– Yoke Frock in Single width		3	3	1
Layout and Estimation of– Yoke Frock in Medium width		3	3	1
Layout and Estimation of– Yoke Frock in Double width		3	3	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 different types Of paper pattern and its application.	1,3,7	R,U,A	14 Hrs	10	10	20	40
CO2	To know the various method of used to mend, edge finishing of the garments.	2,6,7	R,U,A	16Hrs	-	20	20	40
CO3	Ability to understand the construction, layout and estimation of various garments	3,4,7	R,U,A	20 hrs	10	30	40	80
CO4	To know the technical terms and its application in girls garment.	2,5,7	R,U,A	14 Hrs	10	10	20	40
		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-II	CO1	1	0	3	0	0	0	3
	CO2	0	2	0	0	0	1	3
	CO3	0	0	2	2	0	0	3
	CO4	0	2	0	0	2	2	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 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

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	3 Hours	100	50
Total Marks						100

Note:

1. 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.

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 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		$26/4=6.5=7$

Suggested Activities

1. Collect the images of girls frocks.
2. Collect the fabric swatches and trimmings
3. 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			
	b)						
IV	Fill in the blanks a) b) c) d) e)						
V	Answer the following a)			OR			
VI	a)			OR			
	b)						

IC :210

Code:7421

Reg. No																			
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**Model Question Paper Semester End Examination
PATTERN ILLUSTRATION - II**

[Time: 03 Hours]

[Max. Marks : 100]

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

Q.N O	CL	CO s	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				
Sl. No	Questions	CL (R/U/A)	CO	Marks
1.	Define paper pattern and explain.	R	CO1	2
2.	Explain block pattern.	U	CO1	4
3.	Describe the principles of paper pattern.	A	CO1	7
UNIT 2				
1.	Define remodeling.	R	CO2	2
2.	Explain patching method by hand.	U	CO2	4
3.	Describe any two readymade edge finishing with neat sketch.	A	CO2	7
UNIT 3				
1.	Classify sleeves.	R	CO3	2
2.	Draft a open collar for the given size.	U	CO3	4
3.	Draft a yoke frock for the given measurements and style feature.	A	CO3	7
UNIT 4				
1.	Explain scye depth with neat sketch.	R	CO4	2
2.	Enlist any 8 technical terms.	U	CO4	4
3.	Explain height system of cutting with example.	A	CO4	7
UNIT 5				
1.	Define layout.	R	CO3	2
2.	Classify layout. And explain the uses.	U	CO3	4
3.	Explain the different width of fabrics.	A	CO3	7

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

Course Code	: 7422	Semester	: SECOND
Course Title	: Fiber Science	Course Group	: Core
No. of Credits	: 04	Type of Course	: Lecture
Course Category	: FT	Total Contact Hours	: 4 Hrs Per Week 64 Hrs per semester
Prerequisites	: Knowledge of Basic Fibers	Teaching Scheme	: (L:T:P)-4:0:0
CIE Marks	: 50	SEE Marks	: 50

Course Objectives:

1. To know the Classification of Textile Fibers & their sources
2. To understand the manufacturing process of Natural Textile Fibers
3. To know the properties of various Textile Fibers
4. To acquire the knowledge of uses of Textile Fibers

Course Content

Unit-1 INTRODUCTION TO TEXTILE FIBERS		Allotted Hrs :10 Hrs
1.1	Classification of Textile Fibers their Sources and their properties	
1.2	Natural Fibers – Vegetable, Animal, Mineral	
1.3	Manmade Fibers --cellulosic	
1.4	Non Cellulosic Polymers -Protein, Rubber, Metallic	
1.5	Study of fibers - Staple, Filament and their properties	
Unit-2 COTTON		Allotted Hrs : 12 Hrs
2.1	Introduction Cultivation and Harvesting, Ginning	
2.2	Mill process of cotton 2.3Types of Cotton	
2.3	Physical Properties	
2.4	Chemical Properties	
2.5	By products of Cotton	
2.6	Uses of Cotton	
Unit-3 LINEN		Allotted Hrs : 14 Hrs
3.1	Introduction to Linen	
3.2	Cultivation of Linen Fiber	
3.3	Manufacturing process of Linen fiber	
3.4	Physical properties	
3.5	Chemical Properties	
3.6	Uses of linen	
Unit-4 WOOL		Allotted Hrs : 14Hrs
4.1	Introduction to Wool	
4.2	Wool Producing countries	
4.3	Classification of Wool by Fleece and Breed	
4.4	Manufacturing process of Wool	
4.5	Manufacturing Process of Worsteds 4.6Physical properties	
4.6	Chemical Properties	
4.7	Uses	

Unit-5 SILK		Allotted Hrs :14 Hrs
5.1	History of Silk	
5.2	Silk producing Countries	
5.3	Sericulture, Life cycle of Silk Worm	
5.4	Different types of silk-Degummed, Spun, Weighted, Wild, Raw Silk	
5.5	Physical Properties	
5.6	Chemical Properties	
5.7	Uses	

References:**a)Suggested Learning Resources:**

Fiber to fabric – Bernad .p corbmen

Introduction textile –Kanver veerendra pal singh House hold textile and laundry work –Durga delkar

A Text book of Fiber science & Technology- S P mishra Textile science- L D vilensky E P G Gohi

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

<https://www.scitechnol.com/scholarly/fibre-science--technology-journals-articles-ppts-list.php>

<https://www.amazon.in/FIBRE-SCIENCE-TECHNOLOGY-Premamoy-Ghosh/dp/0070528039>

https://books.google.co.in/books/about/A_Text_Book_of_Fibre_Science_and_Technol.html?id=uHz-15RTP1IC

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/sub topics.
3. 15-20% of the topics which are relatively simpler of 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:

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

CO1. Ability to understand textile fibers and their sources.

CO2. To understand the manufacturing process of textile fibers.

CO3. To know the properties and end uses.

Detailed Course content

Unit No & Name	Detailed Course Content	CO	PO	Contact Hrs
1. INTRODUCTION TO TEXTILES FIBERS	Classification of Textile Fibers their Sources and their properties	1	1	2
	Natural fibers – Vegetable Fibers	1	1	1
	Natural fibers–Animal Fibers	1	1	1
	Natural fibers–Mineral Fibers	1	1	1
	Manmade Fibers - Cellulosic	1	1	1
	Non Cellulosic Polymers – Protein Fibers	1	1	1
	Non Cellulosic Polymers - Rubber Fibers.	1	1	1
	Study of Fibers- Staple, Filament and their properties	1	1	2
2. COTTON	Introduction Cultivation and Harvesting	2	3	2
	Ginning Process	2	3	1
	Mill process of cotton	2	3	2
	Types of Cotton	2	3	1
	Physical Properties	3	2	2
	Chemical Properties	3	2	1
	By products of Cotton	3	2	2
	Uses of Cotton	3	2	1
3. LINEN	Introduction to Linen	1	3	2
	Cultivation of Linen Fiber	2	3	1
	Cultivation of Linen Fiber	2	3	2
	Cultivation of Linen Fiber	2	3	2
	Manufacturing process of Linen fiber	2	2	2
	Physical properties	3	2	2
	Chemical properties	3	2	2
	Uses of linen	3	2	1
4. WOOL	Introduction to Wool	1	3	2
	Wool Producing countries	2	3	1
	Classification of Wool by Fleece	2	3	1
	Classification of Wool by Breed	2	3	2
	Manufacturing process of Wool	2	2	2
	Manufacturing Process of Worsteds	2	2	1
	Manufacturing Process of Worsteds	2	2	2
	Physical Properties	3	2	1
	Chemical Properties	3	2	1
	Uses	3	2	1

5. SILK	History of Silk	1	3	2
	Silk producing Countries	1	3	1
	Sericulture, Life cycle of Silk Worm	2	3	2
	Sericulture, Life cycle of Silk Worm	2	3	1
	Different types of silk-Degummed	2	2	2
	Different types of silk- Spun Silk and Weighted Silk	2	2	1
	Different types of silk- Raw Silk	2	2	1
	Physical Properties	3	2	2
	Chemical Properties	3	2	1
	Uses of Silk	3	2	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	Ability to understand textile fibers and their sources.	1,7	R,U,A	16 Hrs	10	10	-	20
CO2	To understand the manufacturing process of textile fibers.	3,4,7	R,U,A	30 Hrs	20	40	60	120
CO3	To know the properties and end uses.	5,6,7	R,U,A	12 hrs	20	20	20	60
		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
Fiber Science	CO1	1	0	0	0	0	0	3
	CO2	0	0	3	3	0	0	3
	CO3	0	0	0	0	2	2	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 Internal Evaluation	I A 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		Questionnaire	All CO's Effectiveness of delivery of instructions and assessment methods

Assessment Methodology

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	3 Hours	100	50
Total Marks						100

Note:

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.

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 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

Suggested Activities

1. Collect the fabric Swatches of the following fabrics and make a folder.
2. Physical properties of Viscose Rayon, Nylon and polyester
3 Chemical Properties of Viscose Rayon, Nylon and polyester. 4 Uses of above fibers
3. Identification of cotton, Linen, Wool, Silk, Viscose Rayon, Nylon, and Polyester
Burning test, Chemical test, Microscope test

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			
	b)						
IV	Fill in the blanks a) b) c) d) e)						
V	Answer the following a)			OR			
VI	a)			OR			
	b)						

IC :210

Code:7422

Reg. No

**Model Question Paper Semester End Examination
FIBER SCIENCE**

[Time: 03 Hours]

[Max. Marks : 100]

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

Q.N O	CL	CO s	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				
Sl. No	Questions	CL (R/U/A)	CO	Marks
1.	Define textile fiber.	R	CO1	2
2.	Describe the sources vegetable fibers.	U	CO1	4
3.	Classify textile fibers and write its sources.	A	CO1	7
UNIT 2				
1.	Describe the uses of cotton fiber.	R	CO3	2
2.	Write the byproduct of cotton.	U	CO2	4
3.	Explain the cultivation and harvesting of cotton fiber.	A	CO2	7
UNIT 3				
1.	Explain linen fiber.	R	CO3	2
2.	Explain the uses of linen fiber.	U	CO3	4
3.	Describe the cultivation of linen fiber	A	CO2	7
UNIT 4				
1.	Explain wool fibers	R	CO2	2
2.	State the wool producing countries	U	CO2	4
3.	Classify wool by fleece and explain	A	CO2	7
UNIT 5				
1.	Name the silk producing countries.	R	CO2	2
2.	Enlist the life cycle of silk worm.	U	CO3	4
3.	Explain any three different types of silk.	A	CO2	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	:	7423	Semester	:	SECOND
Course Title	:	Apparel Sewing Techniques	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
Prerequisites	:	Knowledge of Basic Apparel Construction	Teaching Scheme	:	(L:T:P)-4:0:0
CIE Marks	:	50	SEE Marks	:	50

Course Objectives:

1. To know the parts and functions of the sewing machine.
2. To develop the knowledge of sewing techniques
3. To Evaluate use of different sewing techniques.
4. To evaluate and analyze the types of seams and stitches in dress making.

Course Content

Unit-1 SEWING MACHINE		Allotted Hrs : 14 Hrs
1.1	Introduction and History of Sewing Machine.	
1.2	Types of sewing machine – Hand operated, leg operated and power operated.	
1.3	Study and uses of external and internal working and non working parts of Domestic Sewing Machine with neat Sketch	
1.4	Defects, causes and remedies of the sewing machine- Breaking of needles, breaking of upper threads, breaking of lower thread, loop stitches, skip stitches, pucker seam, machine works heavily, machine not feed properly, damage of fabric, fabric does not move properly.	
1.5	Care and Maintenance of the sewing machine.	
1.6	Selection of sewing machine for different purposes.	
Unit-2 SEAMS AND STITCHES		Allotted Hrs : 14Hrs
2.1	Introduction to seams.	
2.2	Types of seams with neat sketch.- Plain, French, flat, show seam and edge Neatening seams.	
2.3	Introduction and Classification of hand stitches – temporary, permanent and decorative stitches with neat sketch.	
2.4	Temporary-- Basting / tacking tailors tack with neat sketch	
2.5	Permanent--Running, Hemming, button hole, over casting, back stitch. Cross stitch, Prick stitch with neat sketch	
2.6	Decorative stitch - Blanket stitch, chain stitch and Herring bone stitch, Feather stitch with Neat sketch	
Unit-3 FABRIC TEXTURING		Allotted Hrs : 10Hrs
3.1	Introduction to Smocking.	

3.2	Method of Smocking and stitches used in Smocking with neat sketches
3.3	Introduction to Patch work & its types- Block, Striped and Geometrical patch work with neat sketch.
Unit-4 TYPES OF FULLNESS	
Allotted Hrs : 12Hrs	
4.1	Frills--Single edge Frill, Double edge frill with neat sketch
4.2	Ruffle-Plain, Double, Circular and Flounces with neat sketch
4.3	Gathering- hand, machine, by gathering foot with neat sketch
4.4	Shirring-hand, machine, elasticized shirring
Unit-5 STUDY OF FABRICS & TRIMS	
Allotted Hrs : 14 Hrs	
5.1	Cotton, Silk, Wool, Nylon, polyester, Felt, Long cloth, Poplin, Netted fabric, Lawn, chintz, Organdie, Mull, denim, Raw silk, Pure silk, Jeans, khaki, canvas, casement, Corduroy,
5.2	Width of Material - Single Width, Medium Width, Double Width
5.3	Study and Importance of Trimmings
5.4	Classification of Trimmings-Decorative and Functional Trimmings with neat sketch
5.5	Study of different types of Threads, Fasteners, Laces - their importance and uses.
5.6	Establish Relationship between Fabric weight, thread type and needle type.

References:**a)Suggested Learning Resources:**

Art of sewing –Anna Jacob Thomas
 Complete guide to sewing –Reader digest
 Bend the rules sewing –Amy Karol –potcrus

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

https://www.youtube.com/watch?v=AAUQNMI dp_Y
<https://www.youtube.com/watch?v=BHE82R4i2Vo>
https://www.youtube.com/watch?v=kH_b3Heo48I
<https://www.youtube.com/watch?v=YYWlevX7Kw0>

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/sub topics.
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:

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

CO1. Student acquires ability to use different sewing machines

CO2. Ability to know seams and stitches in dress making

CO3. Student gains ability to analyze and apply different sewing techniques

CO4. To analyze the texture for particular design

Detailed Course content

Unit No & Name	Detailed Course Content	CO	PO	ContactHrs
1. SEWING MACHINE	Introduction and History of Sewing Machine	1	4	2
	Types- Hand operated, leg operated and power operated.	1	4	2
	Study and uses of external and internal working	1	4	2
	Non working parts of Domestic Sewing Machine	1	4	1
	Sewing Machine Sketch	1	4	2
	Defects, causes of sewing machine	1	4	2
	Remedies of the sewing machine,	1	4	1
	Care and Maintenance of the sewing machine	1	4	2
2. SEAMS & STITCHES	Introduction to seams	2	3	2
	Types of seams	2	3	2
	Seams with neat sketch	2	3	1
	Introduction hand stitches with neat sketch.	2	3	2
	Introduction & Classification temporary with neat sketch.	2	3	2
	Introduction & Classification permanent with neat sketch.	2	3	2
	Introduction decorative stitches	2	3	2
	Classification of decorative stitches with neat sketch.	2	3	1
3. FABRIC TEXTURING	Introduction to Smocking	3	1	2
	Method of Smocking	3	1	2
	stitches used in Smocking with neat sketches	3	1	1
	Introduction to Patch work	3	1	2
	Patch work & its types	3	1	2
	Block, Striped and Geometrical patch work	3	1	1
4. TYPES OF FULLNESS	Frills--Single edge Frill	1	4	2
	Double edge frill with neat sketch	1	4	1
	Ruffle-Plain, Double,	1	4	2
	Circular and Flounces	1	4	1
	Gathering- hand,	1	4	2
	Gathering- machine & foot	1	4	2
	Shirring-hand & machine	1	4	1
	Elasticized shirring.	1	4	1

5. STUDY OF FABRICS & TRIM	Cotton, Silk, Wool, Nylon, polyester, Felt, Long cloth, Poplin, Netted fabric.	4	5	2
	Lawn, chintz, Organdie, Mull, denim, Raw silk, Pure silk, Jeans, khaki, canvas.	4	5	2
	casement, Corduroy, Width of Material - Single Width, Medium Width, Double Width.	4	5	2
	Study and Importance of Trimmings, Classification of Trimmings.	4	5	1
	Study of different types of Threads, Fasteners	4	5	2
	Laces - their importance and uses	4	5	2
	Establish Relationship between Fabric weight and thread type	4	5	2
	Establish Relationship between Fabric weight and needle type.	4	5	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	Student acquires ability to use different sewing machines	1,4,7	R,U,A	22 Hrs	10	40	20	70
CO2	Ability to know seams and stitches in dress making	1,2,3,7	R,U,A	12Hrs	10	--	20	30
CO3	Student gains ability to analyze and apply different sewing techniques	1,2,3,6,7	R,U,A	16hrs	10	20	20	50
CO4	To analyze the texture for particular design	2,6,7	R,U,A	14Hrs	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
Apparel Sewing Techniques	CO1	3	3	2	1	0	1	3
	CO2	3	3	2	0	0	0	3
	CO3	3	3	2	0	0	1	3
	CO4	0	3	0	0	0	2	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 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
4. 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	I A 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		Questionnaire	All CO's Effectiveness of delivery of instructions and assessment methods

Assessment Methodology

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	3 Hours	100	50
Total Marks						100

Note:

1. 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 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

Suggested Activities:

1. To collect various types of fabrics and make a folder.
2. To collect different types of trimmings.
3. To prepare any two types of Smocking.
4. To prepare any two swatch of Honey comb Pattern.
5. To prepare swatches of all seam types.
6. 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			
	b)						
IV	Fill in the blanks a) b) c) d) e)						
V	Answer the following a)			OR			
VI	a)			OR			
	b)						

IC :210

Code:7423

Reg. No

**Model Question Paper Semester End Examination
APPAREL SEWING TECHNIQUES**

[Time: 03 Hours]

[Max. Marks : 100]

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

Q.N O	CL	CO s	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				
Sl. No	Questions	CL (R/U/A)	CO	Marks
1.	Name four internal working parts of sewing machine.	R	2	2
2.	Explain bobbin winder assembly with neat sketch.	U	2	4
3.	Identify the defects for machine works heavily and puckering seams, explain the remedies.	A	2	7
UNIT 2				
1.	Define seams and its uses.	R	4	2
2.	Explain blanket stitch and write its uses.	U	4	4
3.	Illustrate running stitch and buttonhole stitch and explain.	A	4	7
UNIT 3				
1.	Explain honey comb	R	4	2
2.	Discuss the working method of smocking design.	U	4	4
3.	Draw the suitable design for geometrical patch work and explain	A	4	7
UNIT 4				
1.	Define ruffles.	R	3	2
2.	Explain working method of gathers using gathering foot.	U	3	4
3.	Explain any three method of shirring.	A	3	7
UNIT 5				
1.	Define fasteners.	R	2	2
2.	Draw four types of buttons and explain.	U	2	4
3.	Describe any three types of fabric and explain its uses.	A	2	7

**GOVERNMENT OF KARNATAKA
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Programme : Apparel Design and Fabrication Technology

Course Code	:	7424	Semester	:	SECOND
Course Title	:	Pattern & Garment Construction-II	Course Group	:	Core
No. of Credits	:	04	Type of Course	:	Tutorial & Practice
Course Category	:	Core	Total Contact Hours	:	6Hrs 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 use principles of drafting to make patterns for girls garments
2. To comprehend the drafting procedure for various girls garments
3. To understand the pattern construction of girls garments
4. Apply drafting principles to construct girls garment patterns

List of Practical's:

UNIT-I MEASUREMENTS		Allotted Hrs: 9 Hrs
1.1	Principles of measurements.	
1.2	Method of taking direct measurement for girls garment.	
1.3	Method of taking indirect measurement for girls garment.	
UNIT – II DARNING AND PATCHING		Allotted Hrs: 18 Hrs
2.1	Darning by hand and machine.	
2.2	Patching by hand and machine	
UNIT – III PAPER PATTERNS AND GARMENT CONSTRUCTION		Allotted Hrs:30 Hrs
3.1	Principles and Method of constructing paper patterns	
3.2	Principles and Method of drafting on material	
3.3	Constructing paper pattern and garment construction of below given garments according to the style feature. a) Uniform skirt with pin form body b) Low waist frilled frock with two step frills, round neck piping; decorate with frills for the body part, belt at waist. c) Uniform blouse with open collar and plain sleeves d) Yoke frock with round neck and frills, puff sleeve half back open. e) Umbrella frock boat neck umbrella sleeves, belt at waist, skirt finishing with piping Press, fold attach labels and present.	
UNIT-IV REMODELING		Allotted Hrs: 21Hrs
4.1	Remodeling of Long skirt into half Skirt	
4.2	Remodeling of Umbrella frock into Umbrella Skirt	
4.3	Remodeling of Uniform Skirt into Half skirt	

Course/Learning Outcome:

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

- CO1. To understand the pattern construction for girls garment.
 CO2. Ability to create and stitch girls garment using trimmings.
 CO3. To know patching, darning and the remodeling.
 CO4. To engage in independent lifelong learning in apparel construction

SUGGESTED STUDENT ACTIVITIES & STRATEGIES:

1. Prepare any three readymade finishes and self made finishes.
2. Stitch a fashionable frock.

References:

1. Complete guide to sewing- Reader digest
2. Zarpakar system of cutting –AravindZarpaka
3. Cutting and Tailoring, Gayatri Verma
4. Cutting and Tailoring Vol2, Eshwari Anwani

<https://www.youtube.com/watch?v=hU76WQWy4uI>

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

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

DIMENSION	Unsatisfactory1	Developing2	Satisfactory3	Good4	Exemplary5	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	3
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	4
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	3

Listen to other Teammates	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	3
TOTAL						13/4=3.25=4

Mapping of Course Outcomes with Programme Outcomes

CO	Course Outcome	PO Mapped	Experiment Linked	Cognitive Level R/U/A	Tutorial and Practical Sessions in Hrs
CO1	To understand the pattern construction for girls garment.	1,3,7	1,3	U/A	2:16
CO2	Ability to create and stitch girls garment using trimmings	3,7	3	U/A	6:24
CO3	To know patching, darning and the remodeling.	2,7	2	U/A	2:16
CO4	To engage in independent Lifelong learning in apparel construction	7	1,2,3,4	U/A	2:10
		Total Hours of instruction Repetitions and Activity			12:66
		Total			78

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-II	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

1. Level 3- Highly Mapped, Level 2-Moderately Mapped, Level 1-Low Mapped, Level 0-Not Mapped
2. Method is to relate the level of PO with the number of hours devoted to the CO's which maps the given PO.
3. 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
4. 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
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	STUDENT	IA Testes	Two Tests(Theory)	20	Bluebooks	All CO's	
			Assignment & Student activity	Three Skill Tests	20			Log of record
				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		Middle of the course	-NA-	Feedback forms	CO's which are covered		
	End of Course survey		End of course		Questionnaire	All CO's Effectiveness of delivery of instructions and assessment methods		

Assessment Methodology

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 For CIE and SEE

Course & Programme: ADFT	Semester: II Sem
Subject: PATTERN&GARMENTCONSTRUCTION-II	Max Marks :100
Course Code : 7424	Duration : 3 Hrs
Name of the course coordinator:	Test:
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-uniform skirt with pinafore Skirt/ Low waist frill frock/Yoke frock/Uniform blouse with open collar/Umbrella frock. 	

Scheme of Evaluation for both CIE and SEE

Sl. No	Particulars	Marks
1	Drafting and Pattern Making	15
2	Material Cutting	10
3	Sewing	30
4	Finishing	15
5	Presentation (Folder and Garment)	10
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	12/24Inches	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 inchupto36inches.extrablades	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 ¼HPMotor	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

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

Programme : Apparel Design and Fabrication Technology

Course Code	: 7425	Semester	: SECOND
Course Title	: Yarn Craft-I	Course Group	: Core
No. of Credits	: 04	Type of Course	: Tutorial & Practice
Course Category	: Core	Total Contact Hours	: 6Hrs Per Week 78 Hrs Per Semester
Prerequisites	: Basic Knowledge of Knitting	Teaching Scheme	: (L:T:P)-2:0:4
CIE Marks	: 60	SEE Marks	: 40

Course Objectives:

1. To know the various tools used in Yarn Craft
2. To create various patterns suitable to the article.
3. Understanding the basic knitting, Crochet and Braiding patterns.

List of Practical's:

UNIT-I KNITTING		Allotted Hrs:06 Hrs
1.1	Introduction to hand knitting	
1.2	Tools and equipments-knitting needles no 9no, 12no and Cable needle.	
1.3	Yarns -different types 2ply, 4ply, 6ply, baby yarn, crepe yarn	
1.4	Abbreviations used in hand knitting	
1.5	Knowledge of cast on and cast of	
UNIT – II BASIC KNITTING STITCHES AND PATTERNS		Allotted Hrs: 36Hrs
2.1	Working method of Knit and purl stitch.	
2.2	Knowledge of Basic patterns with construction-Stock knit, Garter, Rib, Moss, Eyelet pattern	
2.3	Knowledge of different methods of increasing and decreasing the stitches.	
2.4	Construction and working method of knitting Fancy pattern and cable patterns 2 each.	
2.5	Construction and working method of knitting muffler, Baby socks, cap, and Babysweater	
UNIT – III CROCHET		Allotted Hrs: 18Hrs
3.1	Crochet – Introduction, tools and material	
3.2	Crocheting - Single crochet, double crochet, triple pattern using wool and cotton thread.	
3.3	Prepare a crochet lace with 3/ 20 cms using cotton thread.	
UNIT-IV BRAIDING		Allotted Hrs:18 Hrs
4.1	Introduction to Braiding	
4.2	Braiding techniques- plait braid, lace braid, rope braid, strand braid	

Course/Learning Outcome:

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

- CO1. Acquire the knowledge of tools used in yarn craft
- CO2. Apply various stitches to create design effects
- CO3. Analyze the basic yarn craft.

SUGGESTED STUDENT ACTIVITIES & STRATEGIES:

1. Create a Vase mat using crochet cotton thread.
2. Create a mobile pouch using Braiding techniques.

Note: The above should be Presented during Semester End Examination along with a folder with all articles of unit –II, III and IV.

References:

1. Cast on Bind off- Leslie Ann Bastor
2. Yarn Crafts- Leisure Arts
3. Knit & Crochet- Spice box
4. 400 Knitting stitches – Potter Craft
5. Needle Craft for the Home
6. Contemporary Encyclopedia Design

<https://www.youtube.com/watch?v=rApGHJpdh2w>

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

<https://www.youtube.com/watch?v=Wd0BPAtOpNQ>

<https://www.youtube.com/watch?v=1vm6oaYzHyA>

Mapping of Course Outcomes with Programme Outcomes

CO	Course Outcome	PO Mapped	Experiment Linked	Cognitive Level R/U/A	Tutorial and Practical Sessions in Hrs
CO1	Ability to use various tools used for Yarn Craft.	1,4,7	1,2,3	U/A	1:5
CO2	Apply suitable designs and patterns for creating articles.	3,7	1,2,3,4	U/A	6:30
CO3	Create new patterns in knitting. Crochet and Braiding.	1,3,7	1,2,3,4	U/A	4:14
CO4	Creating innovative designs using various yarns.	3,5,7	1,2,3,4	U/A	4:14
		Total Hours of instruction Repetitions and Activity			15:63
		Total			78 Hrs

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
Yarn Craft-I	CO1	3	3	3	3	0	0	3
	CO2	3	3	3	3	0	0	3
	CO3	3	3	3	3	0	0	3
	CO4	3	3	3	3	0	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 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
4. 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 Log of record	All CO's Specified CO by the course coordinator
		Assignment & Student activity		Three Skill Tests	20		
				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			Middle of the course	-NA-	Feedback forms	CO's which are covered
	End of Course survey			End of course		Questionnaire	All CO's Effectiveness of delivery of instructions and assessment methods

Assessment Methodology

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

For CIE and SEE

Course & Programme: ADFT	Semester: II Sem
Subject: YARN CRAFT -I	Max Marks : 100
Course Code : 7425	Duration : 3 Hrs
Name of the course coordinator:	Test :II

Note: Student has to conduct any one experiment in the CIE and SEE

Questions

1. Cast on 40 stitches and knit - stock knit pattern/ gather pattern/single rib /double rib/ eyelet/fancy/ cable pattern about 5cms/knit a cap/ knit a baby sock/
2. a)Create any one article using crochet hook- phone mat/pouch/ purse/key bunch/

OR

- b)Create any one of the following braided article 15cmx15cms sq size - using corded wire/ material/nylon wire/jute thread/satin ribbon.

Note : Knitting is compulsory Choice is given for Crochet and Braiding

Scheme of Evaluation for both CIE and SEE

Sl. No	Particulars	Marks
1	Knitting	35
2	Crochet / Braiding	35
3	Finishing & Presentation	10
4	Viva Voce and Folder	20
	Total	100

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Programme : Apparel Design and Fabrication Technology

Course Code	7426	Semester	II
Course Name	Communication Skills in English Lab	Course Group	Core
No. of Credits	4	Type of Course	Lecture + Practice
Course Category	Core	Total Contact Hours	6 Hrs. / Week
			96 Hrs. / Semester
Prerequisites	English Knowledge	Teaching Scheme	[L : T : P] = 2 : 0 : 4
CIE Marks	60	SEE Marks	40

1. COURSE SKILL SET

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

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

2. COURSE OUTCOMES

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

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

3. COURSE CONTENT OUTLINE WITH TEACHING HOURS AND MARK

UNIT NO	UNIT TITLE	TEACHING HOURS	DISTRIBUTION LEVELS (Marks)			TOTAL
			R	U	A	
01	Parts of Speech	24	05	05	-	10
02	Communication skills	24	05	-	05	10
03	Non-Verbal Communication	24	-	05	05	10
04	Writing skills	24	05	-	05	10
CIE Tests						
Total		96	15	10	15	40

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

4. DETAILS OF COURSE CONTENT

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

UNIT NO.	UNIT SKILL SET	TOPICS / SUBTOPICS	HOURS L-T-P
UNIT-1. Parts of Speech	Understand of Functional Grammar Concepts	1.1 Definitions- Meanings of Parts of speech 1.2 Parts of speech Sentence structure 1.3 Examples of right sentences 1.4 Reading Comprehension 1.5 Reading a paragraph in Braille/ text 1.6 Time Concept Activities 1.7 Reading Fluency Activities 1.8 Comprehending the read message and understanding it, reproduce with the write up - Exercises/ Activities	0-15-09
UNIT- 2 Communication skills	Understand and apply knowledge on Communication and demonstration skills	2.1 Language Functions 2.2 General Knowledge Questions – Factual propositions, Argumentative issue 2.3 The nature of group Discussion – Opinion forming, storming, Norms and Performing- Leadership Roles 2.4 Dialogue presentation. 2.5 Role Play – Sales man, Guide, Narration, News and Views – Jobs, Business and everyday activities – Programme and plans -Giving message. 2.6 Starting Conversation with a stranger – Making Request-Expression Gratitude – Complimenting and congratulating – Apologizing and Responding to an Apology – Expressing Sympathy – Seeking Permission – Introducing – Leave taking – Request for Repetition – Asking for Information – Offering to help – Agreeing and Disagreeing 2.7 Webinar / Web Presentation (zoom, Google meet, Skype)	0-14-10

<p style="text-align: center;">UNIT- 3 Non-Verbal Communication</p>	<p>Understand the strategies for effective body language</p>	<p>3.1 Body language tips:</p> <ul style="list-style-type: none"> • Keep appropriate distance • Take care of your appearance • Maintain eye contact <p>3.2 Do's in Non-Verbal Communication</p> <ul style="list-style-type: none"> • Smile • stand up confident and straight • use appropriate hand gestures • Make eye contact with audience • Hold neat note cards while presenting content <p>3.3 Don'ts in Non-Verbal Communication</p> <ul style="list-style-type: none"> • point at anyone • rock backwards and forwards • pace across front of room • read off slides read off notes • Techniques of categorizing sentences, understanding how to build with punctuation and effectively use in the verbal and non-verbal communication. This involves more of hands-on activities. <p>3.4 Different types of Non-Verbal Communication</p> <ul style="list-style-type: none"> • Facial Expressions • Gestures • Paralinguistic's • PROXIMIC" (PROXIMITY/PERSONAL SPACE) • EYE CONTACT/EYE GAZE • HAPTIC (PHYSICAL TOUCH) 	<p>0-14-10</p>
<p style="text-align: center;">UNIT- 4 Writing Skills</p>	<p>Understand and apply knowledge on writing skills</p>	<p>4.1 Present content in the PPT format efficiently.</p> <p>4.2 Job Interviews Preparation- To understand and Practice Questions and effective replies at a job interview.</p> <p>4.3 Preparing CV in a latest Format.</p> <p>4.4 Personal Details – Interview Manners -HR questions.</p> <p>4.5 Passage comprehension Conversation comprehension;</p> <p>4.6 Reports using MS Word</p> <p>4.7 Different types of emails: Job application, request letter, letter writing and quick notes.</p>	<p>0-13-11</p>

Course Class Activity List (Unit-wise)

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

Unit No.	Unit Title	Unit Activities
UNIT 1:	Parts of speech	Parts of Speech: building sentence using parts of speech: Demonstration by teacher: (Will be explained in the book as an example) Jumbled parts of speech: Student should pick the right order to build meaningful sentence: (More samples will be provided in the workbook) <ul style="list-style-type: none"> • College goes to you every day. • Makes spider web a Gender, Singular and Plurals: Match the following activity for singular and plural <ul style="list-style-type: none"> • Fill in the blanks activity for genders Reading & Comprehension: Conversation <ul style="list-style-type: none"> • Conversation at the bank (provided in the workbook along with few more conversation samples) • Questions based on this conversation will be provided in the workbook
UNIT 2:	Communication skills	<ul style="list-style-type: none"> • Reading passage (Provided in workbook) • Reading passage from the text book • Comprehension: Passage & Conversation (will be provided in workbook) Chunking words and reading activities <ul style="list-style-type: none"> • Presentation: <ul style="list-style-type: none"> ○ About learning in the communication class ○ Concept presentation Hosting online meeting using online meeting tools Inviting people

<p>Unit 3:</p>	<p>Non-verbal communication</p>	<p>Body language Instructions and set up: 1.Series of instructions to the group that are to be copied/reproduced. Start slowly and increase the pace 2.State the following actions as YOU do them: 3.Put your hand to your nose 4.Clap your hands 5.Stand up 6.Turn around 7.Touch your shoulder 8.Sit down 9.Stamp your foot 10.Cross your arms 11.Put your hand to your forehead – BUT WHILE SAYING THIS PUT YOUR HAND TO YOUR NOSE 12.Observe the number of group members who copy what you did rather than what you said. Outcome of this activity: Discuss how body language can reinforce/influence verbal communication and drive the importance of body language and how to work on it</p>
<p>Unit 4:</p>	<p>Writing Skills</p>	<ul style="list-style-type: none"> • Email writing activities: Writing emails using email provider. Theme based email writing • Report writing assignment <p>Additional essential writing skills – Framework will be provided and assignments will be advised:</p> <ul style="list-style-type: none"> • Resume writing /Curriculum Vitae • Report Writing • Portfolio writing <p>Formal letters Writing about a machinery tool/interior designing plan? Related to the diploma stream.</p> <ul style="list-style-type: none"> • Resume writing assignment • Data handling: Collecting data about

		<p>machines/number of students passed out of college for last three years and creating graph about it.</p> <ul style="list-style-type: none"> ○ Sharing screen <p>Email communication & using technical jargons:</p> <p>Sample letter writing as assignment to students. (List will be provided in the text book – Request, apology, job application and relevant email formats that are useful for students post diploma course)</p> <ul style="list-style-type: none"> • There will be at least one assignment that utilizes technical jargons in email communication.
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1. MAPPING OF CO WITH PO

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

2. LEVELS OF CO AND PO MAPPING

Course	CO's	Programme Outcomes							Programme Specific Objectives			
		1	2	3	4	5	6	7	1	2	3	
Communication skills in English	Sl.No											
	CO1	3	-	-	-	-	2	3	2	3	-	
	CO2	3	-	-	-	-	2	3	2	3	-	
	CO3	3	-	-	-	-	2	3	2	3	-	
	CO4	3	-	-	-	-	2	3	2	3	-	
<p>Level 3- Highly Addressed, Level 2-Moderately Addressed, Level 1-Low Addressed. Method is to relate the level of PO with the number of hours devoted to the COs which address the given PO. If >40% of classroom sessions addressing a particular PO, it is considered that PO is addressed at Level 3 If 25 to 40% of classroom sessions addressing a particular PO, it is considered that PO is addressed at Level 2 If 5 to 25% of classroom sessions addressing a particular PO, it is considered that PO is addressed at Level 1 If < 5% of classroom sessions addressing a particular PO, it is considered that PO is considered not-addressed.</p>												

3. INSTRUCTIONAL STRATEGY

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

Understanding of Concept (Theory):

Through definitions, discussions, explanation, conclusions.

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

- Helping in expression of gesture
- Building confidence

Application of Concept (Learning by doing): It is imperative that to become a good communicator, the skills have to be built by applying the concept in the hypothetically created real life situations. Students are encouraged to participate in each of these activities during lab session to help build the effective communication skills.

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

- To help in workplace conversions.
- To increase active listening, pronunciation

To help invoice modulation Group discussion Reinforce active listening

- Enable group debate to imbibe healthy communication strategies
- Sharpen the skills of “Asking clarifying questions”
 - Sharpen Feedback/Response skills Time management skills Group presentations/peer reviews
- Enable team work
- Assess concept understanding
- Sharpen both oral and written communication skills Group activities:
- Foster critical thinking
- Enable reflective learning Tool’s usage:
- Understand the difference between a Dictionary and a Thesaurus
- Understand “When” and “How” to use these tools for communication.

8. SUGGESTED LEARNING RESOURCES:

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

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

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

9. COURSE ASSESSMENT SUMMARY

Sl. No.	Assessment	Duration	Max Marks	Conversion
1	Written Test – 1 At the end of 6 th Week (Theory Test)	60 Minutes	20	Average of two written tests 20 Marks
2	Written Test – 2 At the end of 15 th Week (Theory Test)	60 Minutes	20	
3	Skills Test-1 –3 At the end of 8 th Week (Practical Test)	80 Minutes	20	Average of three Practical tests 20 Marks
4	Skills Test-2–4 At the end of 10 th Week (Practical Test)	80 Minutes	20	
5	Skills Test-3- 5 At the end of 13 th Week (Practical Test)	80 Minutes	20	
6	PE Assessment- 6 (Student Activity / Assignment) At the Beginning of 16 th Week	-	20	20 Marks
Total Continuous Internal Evaluation (CIE) Assessment				60
7	Semester End Examination (SEE) Assessment (Written Test)	3 Hours	100	40
Total Marks				100

Note:

1. SEE (Semester End Examination) is conducted for 100 Marks Practical courses for a time duration of 3 Hours.
2. Two CIE (written test),(Theory Test) each of 20 marks for a time duration of 60 minutes shall be conducted. Three CIE (Practical Test) each of 20 marks for a time duration of 60 minutes shall be conducted Also, One CIE (student activity or assignment) of 20 marks shall be conducted. Any fraction at any stage during evaluation will be rounded off to the next higher digit
3. Assessment of assignment and student activity is evaluated through appropriate rubrics by the respective course coordinator. The secured mark in each case is rounded off to the next higher digit.

RUBRICS FOR ASSESSMENT OF ACTIVITY (20marks) (Qualitative Assessment)						
Dimension	Beginner	Intermediate	Good	Advanced	Expert	Student Score
	2	4	6	8	10	
	Descriptor	Descriptor	Descriptor	Descriptor	Descriptor	
	Descriptor	Descriptor	Descriptor	Descriptor	Descriptor	
	Descriptor	Descriptor	Descriptor	Descriptor	Descriptor	
	Descriptor	Descriptor	Descriptor	Descriptor	Descriptor	

10. DETAILED COURSE CONTENTS

UNIT NO. AND NAME	DETAILED COURSE CONTENT	CO	PO	CONTACT HRS.	TOTAL
1. Parts of speech	1.1Definitions- Meanings of Parts of speech	1	1,6,7	4	24
	1.2Parts of speech Sentence structure	1	1,6,7	4	
	1.3Examples of right sentences	1	1,6,7	4	
	1.4Reading Comprehension	1	1,6,7	3	
	1.5Reading a paragraph in braille/ text	1	1,6,7	2	
	1.6Time Concept Activities	1	1,6,7	2	
	1.7Reading Fluency Activities	1	1,6,7	2	
	1.8Comprehending the read message and understanding it, reproduce with the write up	1	1,6,7	3	
	Exercises/ Activities				

2. Communication Skills	3.1 Language Functions	2	1,6,7	4	24
	3.2 General Knowledge Questions – Factual propositions, Argumentative issue	2	1,6,7	4	
	3.3 The nature of group Discussion – Opinion forming, storming, Norms and Performing- Leadership Roles	2	1,6,7	3	
	3.4 Dialogue presentation.	2	1,6,7	3	
	3.5 Role Play – Sales man, Guide, Narration, News and Views – Jobs, Business and everyday activities – Programme and plans -Giving message.	2	1,6,7	3	
	3.6 Starting Conversation with a stranger – Making Request-Expression Gratitude	2	1,6,7	4	
	– Complimenting and congratulating – Apologizing and Responding to an Apology – Expressing Sympathy – Seeking Permission				
	– Introducing – Leave taking – Request for Repetition – Asking for Information – Offering to help – Agreeing and Disagreeing				
	3,7 Webinar / Web Presentation (zoom, Google meet, Skype)		1,6,7	3	
3. Non-verbal communication	2.1 Body language tips:	2	1,6,7	4	24
	• Keep appropriate distance	2	1,6,7	4	
	• Take care of your appearance	2	1,6,7	4	
	• Maintain eye contact	2	1,6,7	4	
	2.2 Do's in Non-Verbal Communication	2	1,6,7	4	
	• smile				
	• stand up confident and straight				
	• use appropriate hand gestures				
	• Don'ts in Non-Verbal Communication				
	2.3 Don'ts in Non-Verbal Communication				
	• point at anyone				
	• rock backwards and forwards				
	• pace across front of room				
	• read off slides read off notes				
	• Techniques of categorizing sentences, understanding how to build with punctuation and effectively use in the verbal and non-verbal communication. This involves more of hands-on activities.				
	2.4 Ten Different types of Non-Verbal Communication				
• Facial Expressions					
• Gestures					
• Paralinguistics					
• Proxemic" (proximity/personal space)					
• Eye contact/eye gaze					

	<ul style="list-style-type: none"> Haptic (physical touch) 				
4. Presentation Skills	4.1 Present content in the PPT format efficiently.	4	1,6,7	6	24
	4.2 Job Interviews Preparation- To understand and Practice Questions and effective replies at a job interview.	4	1,6,7	4	
	4.3 Preparing CV in a latest Format.	4	1,6,7	2	
	4.4 Personal Details – Interview Manners -HR questions	4	1,6,7	2	
	4.5 Reports using MS Word	4	1,6,7	2	
	4.6 Apologizing and Responding to an Apology	4	1,6,7	2	
	4.7 Different types of emails: Job application, request letter, letter writing and quick notes	4	1,6,7	2	
	4.8 Introducing – Leave taking – Request for Repetition–	4	1,6,7	2	
	4.9 Asking for Information – Offering to help – Agreeing and Disagreeing	4	1,6,7	2	
				Total	90

**11. Second Semester Examination, Model Question Paper
Communication Skills in English**

Duration: 3 Hours] Course Code: 1423, 3423, 4423, 5423 [Max. Marks: 100

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

SECTION – 1 [20 Marks]

[Questions from Unit 1 –Parts of speech – which covers CO-1 and POs 1,6,7]

Question Number	Question 1	OR	Question 2	Marks
1	State the question		State the question	5
2	State the question		State the question	5
3	State the question		State the question	5
4	State the question		State the question	5

SECTION – 2 [20 Marks]

[Questions from Unit 2 – Communication skills which covers CO-2 and POs 1,6,7]

Question Number	Question 1	OR	Question 2	Marks
1	State the question		State the question	5
2	State the question		State the question	5
3	State the question		State the question	5
4	State the question		State the question	5

SECTION – 3 [20 Marks]

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

Question Number	Question 1	OR	Question 2	Marks
1	State the question		State the question	5
2	State the question		State the question	5
3	State the question		State the question	5
4	State the question		State the question	5

SECTION – 4 [20 Marks]

[Questions from Unit 4 – Writing skills which covers CO-4 and POs 1,6,7]

Question Number	Question 1	OR	Question 2	Marks
1	State the question		State the question	5
2	State the question		State the question	5
3	State the question		State the question	5
4	State the question		State the question	5

12. SCHEME OF EXAMINATION FOR BOTH CIE AND SEE:

Sl. No	Particulars	Marks
1	Writing Test	50
2	Execution	30
3	Work book	10
4	Viva-voce	10
Total		100

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

Programme : Apparel Design and Fabrication Technology

«±ÉÃµAZÉÃvÀÉÁgÀ ¶Á°mÉQßPî, ¢ÉÄÊ, ÀÆgÀÄ -570 06

**2021-22ÉÉÄ, Á°ÉÀ°è çéwÃAiÄÄ, É«Ä, ÀÖgî PÀÉÀßqÀ §®è r¶ÉÆèÄªAiÄ
«zÁáyðUÀ½UÉ µUÀç¶Är¹zÀ ¶ÀoÀåPÀæªÄÄ**

Á»vÀå¹AZÀÉÀ -1

(PÀÉÀßqÀ ¨sÁµÉ, Á»vÀå, ÄA, Àìøw ¢ÄÄvÄÄÜ ¶ÀgÄA¶ÀgÉ PÄÄjvÄÄ)

Course Code	21KA21	Semester	II
Course Title	Á»vÀå¹AZÀÉÀ -1	Category :	Lecture
No. of Credits	2	Type of Course	Audit Course
Total Contact Hours	2 Hrs Per Week 32 Hrs Per semester	Teaching Scheme [L : T : P] 2:0:0	CIE Marks : 50 SEE Marks : Nil

çéwÃAiÄÄ, É«Ä, ÀÖgî

Á»vÀå¹AZÀÉÀ – 1 Course Code: 21KA21

**PÀÉÀßqÀ §®è r¶ÉÆèÄªAiÄ «zÁáyðUÀ½UÉ µUÀçü¶Är¹
PÄAiÄÄð¶ÀoÉå¶ÄÄ, ÀÛPÄ**

(PÀÉÀßqÀ ¨sÁµÉ, Á»vÀå, ÄA, Àìøw ¢ÄÄvÄÄÜ ¶ÀgÄA¶ÀgÉ PÄÄjvÄÄ)

¶ÀoÀå ¶ÄÄ, ÀÛPÄzÀ ¶Äj«r	¨ÉÆÄzsÀÉÁ CªÀçü
PÀÉÁðIPÄZÄ, ÄAQè¶ÄÜ EwªÄ, ÄªÄÄvÄÄÜ, Á»vÀåzÄ ¨É¼ÄªÄtÄUÉ	02 UÄAmÉ
PÀÉÀßqÄ, Á»vÀåzÄ, ÄAQè¶ÄÜ ZÄjvÉæ	02 UÄAmÉ

<p>°Á¼ÀUÀÉÀßqÀ ,Á»vÀå - ¥AA¥A ¥AÆªÀð AiÀÄÄUÀ</p> <p>PÀÉÀßqÀ ,Á»vÀåzÀ gÀZÀÉÉUÉ ¥AæªÀÄÄR</p> <p>¥ÉæÃgÀuÉUÀ¼ÄÄ ªÄÄvÀÄÜ ¥AæªsÁªUÀ¼ÄÄ</p> <p>PÀÉÀßqÀ ,Á»vÀå ¥ÀgÀA¥ÀgÉ ªÄÄvÀÄÜ gÁeÁ±ÀæAiÄÄ</p> <p>PÀ«gÁdªAiÁUÀð ªÄÄvÀÄÜ ªÀqÁØgÁzsÀÉÉ</p>	<p>04 UÀAmÉ</p>
<p>¥AA¥A / ZAA¥AÆ AiÀÄÄUÀzÀ PÀÉÀßqÀ ,Á»vÀå ªÄÄvÀÄÜ</p> <p>¥ÀgÀA¥ÀgÉ</p> <p>DçPÀ« ¥AA¥A, gÀÉÀß, ¥ÉÆÉÀß, dÉÀß, MAzÀÉÉÃ</p> <p>ÉÁUÀªªÀÄð ªÄÄvÀÄÜ ÉÁUÀZÀAzÀæ</p> <p>10 ªÄÄvÀÄÜ 12 ÉÉÃ ±ÀvÀªAiÁÉAzÀ ,ªÄÄPÁ°ÃÉÀ</p> <p>¥AæªªÄÄR PÀ«UÀ¼ÄÄ</p>	<p>04 UÀAmÉ</p>
<p>ÉÀqÀÄUÀÉÀßqÀ ,Á»vÀå – ªAZÀÉA ,Á»vÀå / §,ªª AiÀÄÄUÀ</p> <p>ªAZÀÉA ,Á»vÀåzÀ °É¼ªªÀtÂUÉUÉ PÁgÀtUÀ¼ÄÄ ªÄÄvÀÄÜ</p> <p>CzÀgÀ ªÄÄªvÀé</p> <p>¥AæªªÄÄR ªAZÀÉÀPÁgÀgÀÄ, ªAZÀÉA ,Á»vÀåzÀ°è</p> <p>ªÉÉZÁjPÀvÉ ªÄÄvÀÄÜ PÁAiÄÄPÀ vÀvÀé</p>	<p>06 UÀAmÉ</p>
<p>PÁªªAiÁgªªª,ª AiÀÄÄUÀ ªÄÄvÀÄÜ ,Á»vÀåzÀ EvÀgÉ</p> <p>gÀÆ¥ÀUÀ¼ÄÄ</p> <p>gÀUÀ¼É - °ÀªªgÀ</p> <p>µÀlèç - PÁªªAiÁgªªª,ª, ®Qëöªª±À ªÄÄvÀÄÜ</p> <p>gÁWÀªÁPÀ</p> <p>,ÁAUÀvÀå – gÀvÀßPÀgÀªÀtÂð</p>	<p>04 UÀAmÉ</p>
<p>zÀ,ª ,Á»vÀå / QÃvÀðÉÉUÀ¼ÄÄ</p> <p>¥ÄÄgÀAzÀgÀzÀ,ªgÀÄ, PÀÉÀPÀzÀ,ªgÀÄ ªÄÄvÀÄÜ EvÀgÉ</p> <p>QÃvÀðÉÀPÁgÀgÀÄ</p>	<p>02 UÀAmÉ</p>
<p>EvÀgÉ ,Á»vÀåzÀ ¥AæPÁgÀUÀ¼ÄÄ</p> <p>wæ¥Àç - ,ªªðdÕ</p> <p>eÁÉÀ¥ÀzÀ ,Á»vÀå,</p> <p>vÀvÀé¥ÀzÀUÀ¼ÄÄ - ²ªÄÉÁ¼À ±ÀjÃ¥sÀgÀÄ</p>	<p>02 UÀAmÉ</p>
<p>ªÄÄª¼ª ,Á»vÀå : °É¼ªªÀÆAPÀmÉO VjAiÀªªªª ªÄÄvÀÄÜ</p> <p>,ªªªªªªªªªªªª</p>	<p>04 UÀAmÉ</p>

<p>DzsÄÄαPÄ ψÄÆªÄð PÄεÄβqÄ ,Ä»vÄå : PÉAψÄÄεÁgÁAiÄÄt ªÄÄvÄÄÛªÄÄzÄÝt</p>	
<p>°Ä¼ÄUÄεÄβqÄªÄÄvÄÄÛεÄqÄÄUÄεÄβqÄ ,Ä»vÄå ZÄjvÉæAiÄÄ MAzÄÄ CªÄ- ÉÆÄPÄεÄ</p>	<p>02 UÄAmÉ</p>
<p>MIÄÖ ¨ÉÆÄzsÄεÄ CªÄçü 32 UÄAmÉUÄ¼ÄÄ</p>	<p>32 UÄAmÉUÄ¼ÄÄ</p>

**§¼ÀÉ PÀÉÀßqÀ-1 ¢ÀÄvÀÄÛ ,Á»vÀ ¹AZÀÉÀ-1
 ¥ÀoÀPÀæªÀÄUÀ½UÉ ¢gÀAvÀgÀ CAvÀjPÀ ¢ÀiË®ªÀiÁ¥ÀÉÀzÀ
 ¢ÀiÁUÀð,ÀÆaUÀ¼ÄÄ**

(COURSE ASSESSMENT AND EVALUATION CHART –CIE ONLY)

Sl. No	Assessment	Duration	Max Marks	Conversion
1	E Assessment – 1 (Written Test – 1) At the end of 6th Week (Theory Test)	80 Minutes	30	Average of two written tests 30 Marks
2	E Assessment – 2 (Written Test – 2) At the end of 10th Week (Theory Test)	80 Minutes	30	
3	E Assessment – 3 (Skill Test-1) At the end of 11th Week (Practical Test)	80 Minutes	30	Average of three Assessment
4	E Assessment – 4 (MCQ / Quiz) At the end of 8th Week	60 Minutes	20	
5	E Assessment – 5 (Open Book Test-3) At the end of 13th Week	60 Minutes	20	
6	E Assessment 6 (Student Activity / Assignment) At the end of 16th Week	-	20	
Total Continuous Internal Evaluation (CIE) Assessment				50

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

COs : Kannada (Saahithya Sinchana -1) :

CO – 1 : Understand the history of Kannada language.

CO – 2 : Familiarize the usage of old Kannada and Kannada heritage

CO – 3 : Understand Mid-age Kannada (Basava Yuga and Kumaravyasa Yuga) Usage

CO – 4 : Know the Kannada Language through poems and Folk literature

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

CO-PO Mapping

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

<p>CO -2:</p> <p>2.1 Introduction</p> <p>2.2 Ekaavachana mattu Bhahuvachana (Singular and Plural Nouns) - KPÀ^aÀZÀÈÀ ^aÀÄvÀÄÛ §^oÀÄ^aÀZÀÈÀ</p> <p>2.3 Linga (Gender) - °AUÀ</p> <p>2.4 Pullinga (Masculine gender) - ¥ÀÄ°èAUÀ</p> <p>2.5 Stree linga (Feminine gender) - ¹ÛÇÃ °AUÀ</p> <p>2.6 Napumsakaa linga (Neuter gender) - £À¥ÀÄÄ, ÀPÀ °AUÀ</p> <p>2.7 Samanya linga (Common gender) - ,À^aÀiÀ£ÀÄ °AUÀ</p> <p>2.8 Exercise</p> <p>2.9 Prashnarthaka Padagalu (Interrogative words) - ¥Àæ±ÀßxÀðPÀ ¥ÀzÀUÀ¼ÄÄ</p> <p>2.10 Viruddha Padagalu / Virodathaka Padagalu (Antonyms) - «gÀÄzÀÝ/«gÉÆÄzÀxÀðPÀ¥ÀzÀUÀ¼ÄÄ.</p> <p>2.11 Asamanjasa Uchcharane (Inappropriate Pronunciation) - C,ÀÄÄÄd,À GZÀÑgÀuÉ</p>	04
<p>CO – 3:</p> <p>3.1 Sankhya Vyavasthe (Numbers system) – ,ÀASÀ^a ^aÀ^aÀ,ÉÜ</p> <p>3.2 Kannada moolaankagalu (Cardinal numbers), Stanasuchaka / Sankeyyegalu / Kramasuchaka sanekyyegalu (ordinal numbers) ,ÀÜ£À,ÀÆZÀPÀ ,ÀASÉ^aUÀ¼ÄÄ/PÀæ^aÄ,ÀÆZÀPÀ,ÀASE^aUÀ¼ÄÄ</p> <p>3.3 Reading Practice : 1 and Reading Practice: 2, Reading Practice: 3 (Exercises)</p> <p>3.4 Fractional weights and measurements</p> <p>3.5 Gunitha Chinnhegalu (Mathematical symbols) – UÀtÀvÀ a^oÉßUÀ¼ÄÄ</p> <p>3.6 Bhinnamshagalu (Fractions) - ©Ü£ÀßA±ÀUÀ¼ÄÄ</p> <p>3.7 List of Vegetables</p> <p>3.8 Tindiya Hesarugalu / Belagina upaharagala Hesarugalu – Menu (Names) of the breakfast items - wArAiÀÄ °É,ÀgÀÄUÀ¼ÄÄ</p> <p>3.9 Aaharakke sambandhisida padagalu / Aahara padarthagala Hesarugalu (Names connected with food) – D^oÁgÀPÉÌ,ÀAŞAçü¹zÀ ¥ÀzÀUÀ¼ÄÄ</p> <p>3.10 Samaya / Kalakke Sambhandhisida padhagalu (Words Relating to Time) – ,À^aÀÄAiÀÄ / PÀ®PÉÌ,ÀAŞAçü¹zÀAvÀ^oÀ ¥ÀzÀUÀ¼ÄÄ</p> <p>3.11 Dikkugalige sambhadisida padhagalu (Words Relating to Direcctions) – çQÌUÉ,ÀAŞAçü¹zÀAvÀ^oÀ ¥ÀzÀUÀ¼ÄÄ</p> <p>3.12 Manavana Bhavanegalige sambhanddisida Padagalu (Words Relating to Human’s feelings and Emotions) – ^aÀiÀ£À^aÀ “s^aÀÈ£ÉUÀ½UÉ ,ÀAŞAçü¹zÀ ¥ÀzÀUÀ¼ÄÄ</p>	08

<p>CO – 4:</p> <p>1.1 Manavana shareerada bagagalu / angagalu (Parts of the Human body) – ಅನಿರೀಕ್ಷಿಸಲಾಗುವ ಭಾಗಗಳು / CAUÀUÀ¼ÄÄ</p> <p>1.2 Manava sambhandhada / Sambhandhaakke sambhadisida padhagalu (Terms relating to Human Relationship) – ಅನಿರೀಕ್ಷಿಸಲಾಗುವ ಸಂಬಂಧಗಳ ಪದಗಳು / ಘಟನೆಗಳಿಗೆ ಸಂಬಂಧಿಸಿದ ಪದಗಳು</p> <p>1.3 Vaasada sstalakke sambhandisidanthaha padhagalu (Words Relating to Place of Living) – ವಾಸಿಸುವ ಸ್ಥಳಗಳಿಗೆ ಸಂಬಂಧಿಸಿದ ಪದಗಳು / ವಾಸಿಸುವ ಸ್ಥಳಗಳಿಗೆ ಸಂಬಂಧಿಸಿದ ಪದಗಳು</p> <p>1.4 Saamanyā sambhashaneyalli Bhasuvanthaha Padagala Patti (List of Words, used in the general conversation) – ಸಾಮಾನ್ಯ ಸಂಭಾಷಣೆಯಲ್ಲಿ ಬಳಸುವ ಪದಗಳ ಪಟ್ಟಿ / ಸಾಮಾನ್ಯ ಸಂಭಾಷಣೆಯಲ್ಲಿ ಬಳಸುವ ಪದಗಳ ಪಟ್ಟಿ</p> <p>1.5 Bannagala Hesarugalu (Name of the Colours) – ಬಣ್ಣಗಳ ಹೆಸರುಗಳು / ಬಣ್ಣಗಳ ಹೆಸರುಗಳು</p>	04
<p>CO – 5:</p> <p>Sambhashaneyalli Kannada Kannada in conversations</p> <p>5.1 Introduction</p> <p>5.2 naamapadagaLu (Nouns) – ನಾಮಪದಗಳು / ನಾಮಪದಗಳು</p> <p>5.3. SarvanaamapadagaLu (Pronouns) – ಸರ್ವನಾಮಪದಗಳು / ಸರ್ವನಾಮಪದಗಳು</p> <p>5.4. Kannada naamavisheshanagaLu (Kannada Adjectives and its usage) – ಕನ್ನಡ ನಾಮವಿಶೇಷಣಗಳು / ಕನ್ನಡ ನಾಮವಿಶೇಷಣಗಳು ಮತ್ತು ಬಳಕೆ</p> <p>5.5 Kriya padagaLu (Kannada Verbs) - ಕ್ರಿಯಾಪದಗಳು / ಕ್ರಿಯಾಪದಗಳು</p> <p>5.6. KriyavisheshanagaLu (Adverbs in Kannada) – ಕ್ರಿಯಾವಿಶೇಷಣಗಳು / ಕ್ರಿಯಾವಿಶೇಷಣಗಳು</p> <p>5.7 Kannadadalli SamyogagaLu (Conjunctions in Kannada) ಕನ್ನಡದಲ್ಲಿ ಸಂಯೋಗಗಳು / ಕನ್ನಡದಲ್ಲಿ ಸಂಯೋಗಗಳು</p> <p>5.8 Upasarga (Prepositions in Kannada) – ಉಪಸರ್ಗಗಳು / ಉಪಸರ್ಗಗಳು</p> <p>5.9 Prashnarthaka padagalu (Interrogative words) – ಪ್ರಶ್ನಾರ್ಥಕ ಪದಗಳು / ಪ್ರಶ್ನಾರ್ಥಕ ಪದಗಳು</p> <p>5.10 vicharaneya / Vicharisuva / bedikeya vaakyagaLu (Enquiry/ Request sentences) – ವಿಚಾರಣಾ / ವಿಚಾರಿಸುವ / ಬೆದಿಕೆಯಾ ವಾಕ್ಯಗಳು / ವಿಚಾರಣಾ / ವಿಚಾರಿಸುವ / ಬೆದಿಕೆಯಾ ವಾಕ್ಯಗಳು</p>	04
<p>CO – 6 :</p> <p>6.1 Activities in Kannada (Kannadadalli chatuvatike -1 (Activity -1)</p> <p>6.2 Sambhashane – Conversation - ಸಂಭಾಷಣೆ - 1 and 2 with Exercises</p> <p>6.3 Chatuvatike – 2 (Activity -2 Shabdakisha – Vocabulary – ಶಬ್ದಕಿಷಾ – ಪದಕೋಶ)</p> <p>6.4 Sambhashane - Conversation - ಸಂಭಾಷಣೆ -1,2 & 3 with Exercises</p> <p>Model Question Papers and Extra Activities.</p> <p>– ಮಾದರಿ ಪ್ರಶ್ನೆಪತ್ರಗಳು ಮತ್ತು ಹೆಚ್ಚುವರಿ ಚಟುವಟಿಕೆಗಳು.</p>	04
Total Teaching Hours	32 Hours

**§¼ÀPÉ PÀ£ÀβqÀ-1 ¢ÄÄvÀÄÛ , Á»vÀå ¹AZÀ£À-1 ¥ÀoÀåPÀæªÄÄUÀ½UÉ
 ¢gÀAvÀgÀ CAvÀjPÀ ¢ÀiË®åªÀiÁ¥À£ÀzÀ ¢ÀiÁUÀð, ÀÆEaUÀ¼ÀÄ
 (COURSE ASSESSMENT AND EVALUATION CHART –CIE ONLY)**

Sl. No	Assessment	Duration	Max Marks	Conversion
1	CIE Assessment – 1 (Written Test – 1) At the end of 6th Week (Theory Test)	80 Minutes	30	Average of two written tests 30 Marks
2	CIE Assessment – 2 (Written Test – 2) At the end of 10th Week (Theory Test)	80 Minutes	30	
3	CIE Assessment – 3 (Skill Test-1) At the end of 11th Week (Practical Test)	80 Minutes	30	Average of three Assessment
4	CIE Assessment – 4 (MCQ / Quiz) At the end of 8th Week	60 Minutes	20	
5	CIE Assessment – 5 (Open Book Test-3) At the end of 13th Week	60 Minutes	20	
6	CIE Assessment 6 (Student Activity / Assignment) At the end of 16th Week	60 Minutes	20	
Total Continuous Internal Evaluation (CIE) Assessment				50

COs : Kannada (Balake Kannada – 1)

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

CO-PO Mapping

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

GOVERNMENT OF KARNATAKA
DEPARTMENT OF COLLEGE AND TECHNICAL EDUCATION JSS
POLYTECHNIC FOR THE DIFFERENTLY ABLED, MYSURU
Programme: Apparel Design and Fabrication Technology

Course Code	2102	Semester	II
Course Title	Sign Language II	Course Group	Audit
Type of Course	Lecture	Total Contact Hours	2HrsPer Week
			32HrsPerSemester
Prerequisites	Knowledge of Basic Sign Language	Teaching Scheme	(L:T:P)=2:0:0
CIE Marks	50	SEE Marks	-

1. COURSE SKILLSET:

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

2. COURSE OUTCOMES:

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

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

3. COURSE CONTENTS:

Unit No & Name	Detailed Course Content	CO	PO	Contact Hrs
1. English Terminologies and Computer Terminologies	1.1 Know the signs for English Terminology	CO1	1,5,6,7	2
	1.2 Know the signs for Computer Terminology	CO1	1,5,6,7	2
	1.3 Practice session	CO1	1,5,6,7	1
	CIE Assessment 1			1
2. Banking Terminologies	2.1 Know the signs for Banking Terminology	CO2	1,5,6,7	2
	2.2 Practice Session	CO2	1,5,6,7	1
	CIE Assessment 2			1

3. Department Related Words	3.1 Learning Department related words of Computer Science	CO3	1,5,6,7	2
	3.2 Learning Department related words of Electronics & Communication Engineering			2
	3.3 Learning Department related words of Architecture			2
	3.4 Learn Department related words of Commercial Practice			2
	3.5 Learn Department related words of Apparel Design and Fabrication Technology			2
	3.6 Practice Session			3
	CIE Assessment 3			1
4. Measuring Units	Know the signs for Measuring Units Practice Session			3
	CIE Assessment 4			1
5. Mathematical Terminologies	Know the signs for Mathematical Terminologies. Practice Session			3
	CIE Assessment 5			1

REFERENCES:**Suggested Learning Resources: Books:**

Book on Sign Language, Ali Yavar Jung National Institute for the Hearing Handicapped, Training Center for Adult Deaf.

Indian Sign Language Dictionary, Ramakrishna Mission Vidyalaya.

Book on Hearing Impairment, Ali Yavar Jung National Institute for the Hearing Handicapped, Training Center for Adult Deaf.

Signing Naturally Level 1, Cheri Smith, Ella Mae Lentz, Ken Mikes.

Signing Naturally Level 2, Cheri Smith, Ella Mae Lentz, Ken Mikes

(b) Open source software and website address:

www.indiansignlanguage.org

www.islrtc.nic.in

www.talkinghands.co.in

www.def.org.in

Teaching strategies:

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

5. MAPPING OF COURSE OUTCOMES WITH PROGRAMME OUTCOMES

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

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

Course	CO's	Programme Outcomes(PO's)						
		1	2	3	4	5	6	7
Sign Language-II	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
Level3-HighlyMapped,Level2-ModeratelyMapped,Level1-LowMapped,Level0-NotMapped								
<p>Method is to relate the level of PO with the number of hours devoted to the CO's which maps the given PO.</p> <p>If $\geq 50\%$ of classroom sessions related to the CO are addressing a particular PO, it is considered that PO is mapped at Level 3</p> <p>If 30 to 50% of classroom sessions related to the CO are addressing a particular PO, it is considered that PO is mapped at Level 2</p> <p>If 5 to 30% of classroom sessions related to the CO are addressing a particular PO, it is considered that PO is mapped at Level 1</p> <p>If $<5\%$ 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</p>								

5. COURSEASSESSMENTANDEVALUATIONCHART

Sl. No	Assessment	Duration	Max marks	Conversion
1.	CIEAssessment1(Activity1 -Attheendof3 rd week	60minutes	10	Total of all the CIE Assessment
2.	CIE Assessment 2 (Activity -2) - At the end of 5 th week	60minutes	10	
3.	CIE Assessment 3(Activity-3)- Attheendof12 th week	60minutes	10	
4	CIE Assessment 4(MCQ/Quiz) -At the end of14 th week	60minutes	10	
5	CIE Assessment 5 (Activity/Assignment) - At thebeginningof16 th week	60minutes	10	
7.	Total Continuous Internal Evaluation(CIE)Assessment			50
Total Marks				50

**GOVERNMENT OF KARNATAKA
DEPARTMENT OF COLLEGIATE AND TECHNICAL EDUCATION JSS
POLYTECHNIC FOR THE DIFFERENTLY ABLED, MYSURU
Programme: Apparel Design and Fabrication Technology**

Course Code	2102	Semester	II
Course Title	Psychology and Counseling - II	Course Group	Audit
Type of Course	Lecture	Total Contact Hours	2 Hrs. / Week
			32 Hrs. / Semester
Prerequisites	English Knowledge	Teaching Scheme	[L : T : P] 2:0:0
CIE Marks	50	SEE Marks	-

1. COURSE SKILL SET

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

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

2. COURSE OUTCOMES

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

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

3. COURSE CONTENT OUTLINE WITH TEACHING HOURS AND MARK

UNIT NO	UNIT TITLE	TEACHING HOURS	MARKS
01	Problems and problem solving skills	06	10
02	Working with groups	06	10
03	Positive Psychology	07	10
04	Attitude	07	10
05	Career Planning	06	10
Total		32	50

4. DETAILS OF COURSE CONTENTS

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

UNIT NO. AND NAME	SKILLS	TOPICS / SUB TOPICS	HOURS
UNIT-1 PROBLEMS AND PROBLEM SOLVING SKILLS	Understand and apply problem solving skills. Learn self value and live a well-balanced life.	1.1 Analyzing a problem 1.2 Problem solving skills 1.3 Forgiving self and understanding self-worth. 1.4 Well-balanced living.	06
UNIT-2 WORKING WITH GROUPS	Understand and learn to work/adjust in a groups.	2.1 Nature of groups. 2.2 Group productivity. 2.3 Leadership. 2.4 Success. 2.5 Understanding Pros and Cons of working in groups.	06

UNIT – 3 POSITIVE PSYCHOLOGY	Understand the importance of staying positive and have a good mental health.	3.1 Science of happiness 3.2 Mindfulness 3.3 Positive thinking 3.4 Optimism 3.5 Mental well-being	07
UNIT- 4 ATTITUDE	Understand the importance of positive attitude and self esteem.	a. Attitude b. Factors Influencing our attitude c. Changing attitude- negative to positive. d. Building positive self-esteem and image. e. Forming positive habits and characters. f. Prejudice g. Overcoming loneliness h. Witnessing/ interacting with successful differently abled people.	07
UNIT- 5 CAREER PLANNING	Understand the importance of career planning and apply it in exploring suitable options.	5.1 Career planning 5.2 Features and importance of career planning. 5.3 Understanding job satisfaction. 5.4 Exploring career options suitable for their personality. 5.5 Goal setting and working towards it. 5.6 Time Management. 5.7 Decision Making	06

5.MAPPING OF CO WITH PO

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

6.LEVELS OF CO AND PO MAPPING

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

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

7.COURSE ASSESSMENT AND EVALUATION CHART

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

8.INSTRUCTIONAL STRATEGY

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

9.DETAILED COURSE CONTENTS

JNIT NO. AND NAME	DETAILED COURSE CONTENT	CO	PO	CONTACT HRS.	TOTAL
Problems and problem solving skills	Analyzing a problem	1	1,5,6,7	1	06
	Problem solving skills	1	1,5,6,7	1	
	Forgiving self and understanding self-worth	1	1,5,6,7	1	
	Well-balanced living.	1	1,5,6,7	1	
	Activity on problem solving.	1	1,5,6,7	1	
	CIE Assessment 1	1	1,5,6,7	1	
2. Working with groups	Nature of groups.	2	1,5,6,7	1	06
	Group productivity.	2	1,5,6,7	1	
	Leadership. Success.	2	1,5,6,7	1	
	Understanding Pros and Cons of working in groups	2	1,5,6,7	1	
	Activity on working in groups - 2 Tasks	2	1,5,6,7	1	
	CIE Assessment 2	2	1,5,6,7	1	
3. Positive Psychology	Science of happiness	3	1,5,6,7	1	07
	Mindfulness	3	1,5,6,7	1	
	Positive thinking	3	1,5,6,7	1	
	Optimism	3	1,5,6,7	1	
	Mental well-being	3	1,5,6,7	1	
	Activity on staying positive	3	1,5,6,7	1	
	CIE Assessment 3	3	1,5,6,7	1	

4. Attitude	Attitude	4	1,5,6,7	1	07
	Factors Influencing our attitude				
	Changing attitude- negative to positive.	4	1,5,6,7	1	
	Building positive self-esteem and image.	4	1,5,6,7	1	
	Forming positive habits and characters.	4	1,5,6,7	1	
	Prejudice	4	1,5,6,7	1	
	Overcoming loneliness				
	Witnessing/ interacting with successful differently abled people.	4	1,5,6,7	1	
CIE Assessment 4	4	1,5,6,7	1		
5. Career Planning	Career planning	5	1,5,6,7	1	06
	Features and importance of career planning.				
	Understanding job satisfaction.	5	1,5,6,7	1	
	Exploring career options suitable for their personality.				
	Goal setting and working towards it.	5	1,5,6,7	1	
	Time Management.	5	1,5,6,7	1	
	Decision Making	5	1,5,6,7	1	
CIE Assessment 5	5	1,5,6,7	1		
Total					32

10.SUGGESTED LIST OF STUDENTS ACTIVITIES

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

11.SUGGESTED LEARNING REFERENCES

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