



# ALAGAPPA UNIVERSITY

(A State University Established in 1985)

Karaikudi - 630003. Tamil Nadu, India



## FACULTY OF EDUCATION ALAGAPPA INSTITUTE OF SKILL DEVELOPMENT



### B.Voc., FASHION TECHNOLOGY REGULATIONS AND SYLLABUS

(For the candidates admitted from the  
Academic Year 2022 - 2023)

**ALAGAPPA INSTITUTE OF SKILL DEVELOPMENT**  
**B.Voc., FASHION TECHNOLOGY**

**REGULATIONS AND SYLLABUS**






[For the candidates admitted from the Academic Year 2022 – 2023 onwards]



**ALAGAPPA UNIVERSITY**

(A State University Accredited with “A+” grade by NAAC (CGPA: 3.64) in the Third Cycle and  
Graded as Category-I University by MHRD-UGC)  
Karaikudi -630003, Tamil Nadu.

## The panel of Members-Broad Based Board of Studies

<p><b>Chairperson:</b>                  Dr. C. Vethirajan,                  Director i/c                  Alagappa Institute of Skill Development, Alagappa University,                  Teaching Experience: 27 Years,                  Research Experience: 20 Years,                  Area of Research: Corporate Finance, Corporate Taxation, Investors' Protection – SEBI,                  Customer Relationship Management, Women Entrepreneurs – HRM Competencies,                  Corporate Social Responsibility Corporate Financial Reporting, Environmental Protection,                  Corporate Stakeholders Interest.</p>	
<p><b>Foreign Expert:</b>                  Dr. Seshadri Ramkumar,                  Professor                  Department of Environmental Toxicology, Texas Tech University,                  Teaching Experience: 40 Years                  Research Experience: 39 Years,                  Area of Research: Advanced Materials</p>	
<p><b>Indian Expert:</b>                  Dr. J. Hayavadana,                  Professor &amp; Head                  Department of Textile Technology, Osmania University,                  Teaching Experience: 35 Years                  Research Experience: 34 Years,                  Area of Research: Fabrication and Techno Economics of Textile production and intra                  discipline Projects Linking Industry with Institute &amp; Lean &amp; Six sigma</p>	
<p><b>Indian Expert:</b>                  Dr. S. Nickolas,                  Professor in Computer Application                  National Institute of Technology,                  Teaching Experience: 30 Years,                  Research Experience: 15 Years,                  Area of Research: Data Mining, Big Data Analytics, Cloud Computing and High                  Performance Computing.</p>	
<p><b>Industry Expert:</b>                  Ms. Neethu Deepak ,                  General Manager                  Opuu Fashion private Limited, Chennai,                  Experience: 20 Years,                  Area: Design and Product Development</p>	
<p><b>Industry Expert:</b>                  Mr. A. Arockia Arulnathan,                  Senior Automation Developer                  K7 Computing Pvt.Ltd, Chennai,                  Experience: 07 Years,                  Area: Automation</p>	

<p><b>Special Invitee</b>  Dr. B.Senthil Kumar,  Assistant Professor in Textile Engineering  Department of Rural Industries and Management,  Gandhigram Rural Institute – Deemed University,  Teaching Experience:16 Years,  Research Experience: 12 Years,  Area of Research: Clothing Technology, Antimicrobial Textiles, Medical textile structures &amp; natural dyes, Advance Textile Reinforced Composite Structures, TQM / LEAN applications in Textile &amp; Clothing industries.</p>	
<p><b>Special Invitee</b>  Mr. Dinesh Paranthagan,  Founder &amp; CEO  Hackup Technology Ethical Hacker   Pen Tester,  Experience:07 Years,  Area: Hacking</p>	
<p><b>Special Invitee</b>  Dr.M.Sutha ,  Associate Professor  Department of Tamil, Alagappa University,  Teaching Experience:16 Years,  Research Experience: 18 Years,  Area of Research: Sangam literature to Modern literature specialization: Kappiyangal, Comparative literature.</p>	
<p><b>Special Invitee</b>  Dr.S.Valliammai ,  Assistant Professor  Department of English and Foreign Languages, Alagappa University,  Teaching Experience:14 Years,  Research Experience:10 Years,  Area of Research: English Language Teaching</p>	
<p>Alumnus/Alumna:  Ms.B.Suganthi,  CAD Operator,  Industry,  SRV Knit Garments, Perumanallur, Tirupur, Tamil Nadu, India</p>	



**ALAGAPPA UNIVERSITY**  
**ALAGAPPA INSTITUTE OF SKILL DEVELOPMENT**  
Karaikudi -630003, Tamil Nadu.

**REGULATIONS AND SYLLABUS - (CBCS-University Department)**  
**[For the candidates admitted from the Academic Year 2022 – 2023 onwards]**

Name of the Department : Alagappa Institute of Skill Development  
Name of the Programme : B.Voc., Fashion Technology  
Duration of the Programme : Full Time (Three Years)

### **Choice-Based Credit System**

A choice-Based Credit System is a flexible system of learning. This system allows students to gain knowledge at their own tempo. The student shall decide on electives from a wide range of elective courses offered by the University Departments in consultation with the Department committee. Students undergo additional courses and acquire more than the required number of credits. They can also adopt an inter- disciplinary and intra-disciplinary approach to learn, and make the best use of the expertise of available faculty.

### **Programme**

“Programme” means a course of study leading to the award of a degree in a discipline.

### **Courses**

‘Course’ is a component (a paper) of a programme. Each course offered by the Department is identified by a unique course code. A course contains lectures/ tutorials / laboratory / seminar / project / practical training / report writing / Viva-voce or a combination of these, to meet effectively the teaching and learning needs.

### **Credits**

The term “Credit” refers to the weightage given to a course, usually in relation to the instructional hours assigned to it. Normally in each of the courses credits will be assigned on the basis of the number of lectures/tutorials /laboratory and other forms of learning required to complete the course contents in a 15-week schedule. One credit is equal to one hour of lecture per week. For laboratory/field work one credit is equal to two hours.

### **Semesters**

An Academic year is divided into two Semesters. In each semester, courses are

offered in 15 teaching weeks and the remaining 5 weeks are to be utilized for conduct of examination and evaluation purposes. Each week has 30 working hours spread over 5 days a week.

### **Departmental committee**

The Departmental Committee consists of the faculty of the Department. The Departmental Committee shall be responsible for admission to all the programmes offered by the Department including the conduct of entrance tests/selection, verification of records, admission, and evaluation. The Departmental Committee determine the deliberation of courses and specifies the allocation of credits semester-wise and course-wise. For each course, it will also identify the number of credits for lectures, tutorials, practicals seminars etc. The courses (Core/Discipline Specific Elective/Non-Major Elective) are designed by teachers and approved by the Departmental Committees. Courses approved by the Departmental Committees shall be approved by the Board of Studies. A teacher offering a course will also be responsible for maintaining attendance and performance sheets (CIA -I, CIA-II, assignments and seminar) of all the students registered for the course. The Non-major elective programme and MOOCs coordinator are responsible for submitting the performance sheet to the Head of the department. The Head of the Department consolidates all such performance sheets of courses pertaining to the programmes offered by the department. Then forward the same to be Controller of Examinations.

### **Programme Educational Objectives**

<b>PEO1</b>	Acquiring in-depth knowledge in a specific academic discipline.
<b>PEO2</b>	To educate about numerous professional roles and responsibilities in textile and apparel industries
<b>PEO3</b>	Gain knowledge on fashion design concepts and pertinent technology elements, thus providing a strong platform for entrepreneurship
<b>PEO4</b>	To educate student about various technologies and equipments used in Fashion Design.
<b>PEO5</b>	Developing critical thinking, analytical reasoning and enhancing their problem-solving abilities.
<b>PEO6</b>	Attain theoretical and practical knowledge in the fashion and apparel domain.
<b>PEO7</b>	To engage the students to evaluate experimental process and design.
<b>PEO8</b>	Be globally competent in fashion and apparel industry, entrepreneurship through effective communication, soft skills to address the social issues.
<b>PEO9</b>	Develop students to communicate their ideas through visual and oral presentation

<b>PEO10</b>	To produce quality freelance designer and ingenious industrialist who scuttle business globally.
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### Programme Specific Objectives

<b>PSO1</b>	To educate students about terminologies and technologies used in fashion Design and production.
<b>PSO2</b>	Understand the concepts and importance of emerging technological innovations in the field of fashion
<b>PSO3</b>	To inculcate in depth knowledge in computer aided designing and its application
<b>PSO4</b>	To enhance the student ability to analyze and evaluate MIS data.
<b>PSO5</b>	Students able to visualize, identify and solve the real time problems and compete globally with new technologies in fashion design.

### Programme Outcomes

<b>PO1</b>	Identify and describe key terminologies processes and procedure.	K1
<b>PO2</b>	Memorize factual information relevant to the discipline.	K1
<b>PO3</b>	Summarize and explain the main ideas and principles of the discipline.	K2
<b>PO4</b>	Interpret and clarify written, verbal and visual information.	K2
<b>PO5</b>	Apply theoretical knowledge and practical skills to solve problems.	K3
<b>PO6</b>	Demonstrate the ability to use tools, equipment's and Technologies commonly used.	K3
<b>PO7</b>	Students able to engage themselves as team or an individual to identify patterns,relationship and connections between different concepts and ideas.	K4
<b>PO8</b>	Integrate various concepts, theories and skills to produce ideas which are to be ethically applicable.	K5
<b>PO9</b>	Critically evaluating experimental design and process.	K5
<b>PO10</b>	Create products and ideas which enhance the sustainable development.	K6

### Programme Specific Outcomes

<b>PSO1</b>	Identity key components and technologies used in fashion design and production.
<b>PSO2</b>	Describe the impact of technological advancements on the fashion industry.
<b>PSO3</b>	Utilize Software and tools for fashion design, pattern-making and virtual prototyping.
<b>PSO4</b>	Analyzing and evaluating data's and information to identify patterns and trends
<b>PSO5</b>	Innovate new ways to integrate Technology seamlessly into fashion design.

### Eligibility for admission

- i) **For Admission:** Students already acquired NSQF certification Level 4 in a particular industry sector / at school level.
- ii) A pass in the Higher Secondary Examination (Academic / Vocational Stream) conducted by the Government of Tamil Nadu, or an examination accepted as equivalent thereto (like PUC) by the Syndicate, subject to such conditions as may be prescribed therefore.

Provided that the candidates who have passed the qualifying examination with Science group shall be considered for 1/2 of seats in B.Voc (Software Development) and 1/2 of seats for other subject students.

- iii) Candidates who have passed vocational programme at the higher secondary stage through Open and Distance Learning (ODL), for example, from the National Institute of Open Schooling, State Open Schools, or equivalent.
- iv) Candidates qualifying from Polytechnics with equivalent qualification to higher secondary.

### DURATION:

The course is for a period of three years. Each academic year shall comprise of two semester viz. Odd and Even semesters. Odd semesters shall be from June / July to October / November and Even Semesters shall be from November / December to April /May. Each semester there shall be 90 working days consisting of 6 teaching hours per working day (5 days / week).

#### i) The B.Voc. Course is for a period of three years.

The B.Voc. Course has single entry and multiple exit points. **Thus, the Students canopt to leave** (if passed the examinations) in the following stages with appropriate Certificate / Diploma / Advanced Diploma / B.Voc. Degree as indicated in Table 1

**Table 1. B.Voc. Programme duration and credit framework with exit points**

NSQF Level	Skill Component Credits	General Education Credits	Total Credits for Award	Normal Duration	Exit Points / Awards
7	108	72	180	Six Semesters	B.Voc. Degree



6	72	48	120	Four Semesters	Advanced Diploma
5	36	24	60	Two Semesters	Diploma
4	18	12	30	One Semester	Certificate

- ii. **For the Degree (B.Voc):** The candidates shall have subsequently undergone the prescribed course of study for a period of not less than three academic years, passed the examinations prescribed and fulfilled such conditions as have been prescribed therefore.
- iii. **For the Advanced Diploma:** The candidates shall have subsequently undergone the prescribed course of study for a period of not less than two academic years, passed the examinations prescribed and fulfilled such conditions as have been prescribed therefore.
- iv. **For the Diploma:** The candidates shall have subsequently undergone the prescribed course of study for a period of not less than one academic year, passed the examinations prescribed and fulfilled such conditions as have been prescribed therefore.

### Medium of Instruction

English

### Components

A UG programme consists of a number of courses. The term “course” is applied to indicate a logical part of the subject matter of the programme and is invariably equivalent to the subject matter of a “paper” in the conventional sense. The following are the various categories of the courses suggested for the PG programmes:

A. Core courses (CC)- “Core Papers” means “the core courses” related to the programme concerned including practicals and project work offered under the programme and shall cover Core competency, critical thinking, analytical reasoning, research skill.

B. Discipline-specific electives (DSE) means the courses offered under the programme related to the major but are to be selected by the students and shall cover additional academic knowledge, critical thinking, and analytical reasoning.

C. Non-Major Electives (NME)- Exposure beyond the discipline

- Students have to undergo a total of two Non Major Elective courses (UG) with 2 credits offered by other departments (one in III semester another in IV Semester).
- A uniform time frame of 3 hours on a common day (Tuesday) shall be allocated for the Non-Major Electives.
- Non-Major Elective courses offered by the departments UG Programme pertaining to a semester should be announced before the end of the previous semester.
- Registration process: Students have to register for the Non-Major Elective course within 15 days from the commencement of the semester either in the department or NME portal (University website).

D. Self Learning Courses from MOOCs platforms.

- MOOCs shall be on voluntary for the students.
- Students have to undergo a total of 2 Self Learning Courses (MOOCs) one in III semester another in IV semester.
- The actual credits earned through MOOCs shall be transferred in the creditplan of programmes as extra credits. Otherwise 2 credits/course be given if the self Learning Course (MOOCs) is without credit.
- While selecting the MOOCs, preference shall be given to the course related to employability skills.

E. Projects / Dissertation /Internships:

The student shall undertake the Project/Dissertation/internship during the sixth semester.

## **Project/Dissertation**

### **➤ Plan of work**

The candidate shall undergo Project/Dissertation Work during the final semester. The candidate should prepare a scheme of work for the dissertation/project and should get approval from the guide. The candidate, after completing the dissertation /project work, shall be allowed to submit it to the university departments at the end of the final semester. If the candidate is desirous of availing the facility from other departments/universities/laboratories/organizations they will be permitted only after getting approval from the guide and HOD. In such a case, the candidate shall acknowledge the same in their dissertation/project work.

### **➤ Format to be followed for dissertation/project report**

The format /certificate for thesis to be followed by the student are given below

#### **➤ Title page -Format of the title page**

#### **Title of Dissertation/Project work**

Dissertation /Project submitted in partial fulfilment of the requirement for the degree of UG Programme in----- to the Alagappa University,

Karaikudi -630003.

By (Student Name)

(Register Number)

University Logo

**Department of**-----

**Alagappa University**

*(A State University Accredited with "A+" grade by NAAC (CGPA: 3.64) in the Third Cycle and Graded as Category-I University by MHRD-UGC, 2019: QS ASIA Rank- 216, QS BRICS Rank-104, QS India Rank-20)*

Karaikudi - 630003(Year)

#### **➤ Certificate-Format of certificate –Guide**

This is to certify that the Dissertation / thesis entitled "-----" submitted to Alagappa University, Karaikudi-630 003 in partial fulfilment for the B.A./B.Sc./B.F.A./B.P.A./Integrated Programmes in -----by Mr/Mis (Reg No:-----) under my supervision. This is based on the results of studies carried out by him/her in the Department of -----, Alagappa University, Karaikudi-630003. This dissertation/project or any part of this work has not been submitted elsewhere for any other degree, diploma, fellowship, or any other similar titles or record of any University or Institution.

Place: Karaikudi

Research Supervisor

Date:\_\_\_\_\_

### **Certificate (HOD)**

This is to certify that the Dissertation/Project work entitled “” submitted by Mr/Mis.------(Reg No:-----) to the Alagappa University, in partial fulfilment for the award of the B.A./B.Sc./B.F.A./B.P.A./Integrated Programmes is a bonafide record of research work done under the supervision of -----, Assistant Professor, Department of -----, Alagappa University. This is to further certify that the thesis or any part thereof has not formed the basis of the award to the student of any degree, diploma, fellowship, or any other similar title of any University or Institution.

Place: Karaikudi

Date:\_\_\_\_\_

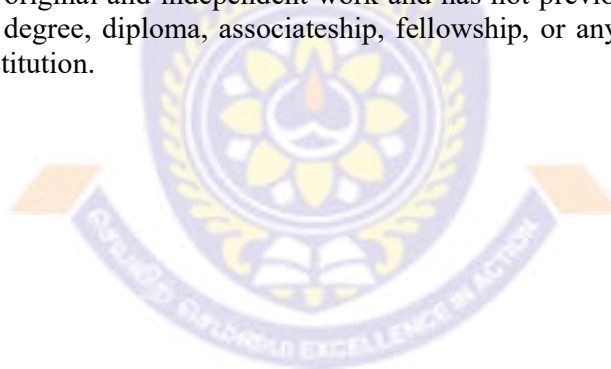
Head of the Department

### **Declaration (student)**

I hereby declare that the dissertation/project entitled “-----” submitted to the Alagappa University for the award of the B.A/B.Sc./B.F.A/ integrated programme in ----- has been carried out by me under the guidance of -----, Assistant Professor, Department of-----, Alagappa University, Karaikudi – 630 003. This is my original and independent work and has not previously formed the basis of the award of any degree, diploma, associateship, fellowship, or any other similar title of any University or Institution.

Place: Karaikudi

Date:\_\_\_\_\_





➤ Acknowledgment

➤ Content as follows:

Chapter No	Title	Page number
1	Introduction	
2	Aim and objectives	
3	Review of literature	
4	Materials and methods	
5	Result	
6	Discussion	
7	Summary	
8	References	

### **Internship**

The students who have opted for an Internship must undergo industrial training in the reputed organizations to accrue industrial knowledge in the final semester. The student has to find industry related to their discipline (Public limited/Private Limited/owner/NGOs etc.,) in consultation with the faculty in charge / Mentor and get approval from the head of the department and Departmental Committee before going for an internship.

➤ **Format to be followed for Internship report**

The format /certificate for internship report to be followed by the student are given below

➤ Title page -**Format of the title page**

**Title of internship report**

Internship report submitted in partial fulfilment of the requirement for the BA/B.Sc/B.FA/B.Com degree in ----- to the Alagappa University, Karaikudi - 630003.

By

(Student Name)

(Register Number)

University Logo

**Department of -----**

**Alagappa University**

*(A State University Accredited with "A+" grade by NAAC (CGPA: 3.64) in the Third Cycle and Graded as Category-I University by MHRD-UGC, 2019: QS ASIA Rank-216, QS BRICS Rank-104, QS India Rank-20)*

Karaikudi - 630003

(Year)

➤ **Certificate-Format of certificate – faculty in-charge**

This is to certify that the Internship report entitled “-----” submitted to Alagappa University, Karaikudi-630 003 in partial fulfilment for the B.A./B.Sc./B.F.A./B.P.A./Integrated Programmes in -----by Mr/Mis----- (Reg No----- ) under my supervision. This is based on the work carried out by him/her in the organization M/S ----- . This Internship report or any part of this work has not been submitted elsewhere for any other degree, diploma, fellowship, or any other similar record of any University or Institution.

Place:

Research Supervisor

Date: \_\_\_\_\_

**Certificate (HOD)**

This is to certify that the Internship report entitled “-----” submitted by Mr/Mis.----- (Reg No----- ) to the Alagappa University, in partial fulfilment for the award of the B.A./B.Sc./B.F.A./B.P.A./Integrated Programmes is a bonafide record of Internship report done under the supervision of -----, Assistant Professor, Department of -----, Alagappa University and the work carried out by him/her in the organization M/S ----- . This is to further certify that the thesis or any part thereof has not formed the basis of the award to the student of any degree, diploma, fellowship, or any other similar title of any University or Institution.

Place: Karaikudi

Head of the Department

Date: \_\_\_\_\_

➤ **Certificate-(Format of certificate – Company supervisor/ Head of the Organization)**

This is to certify that the report entitled “-----” submitted to Alagappa University, Karaikudi-630 003 in partial fulfilment for the B.A./B.Sc./B.F.A./B.P.A./Integrated Programmes in -----by Mr/Mis----- (Reg No----- ) under my supervision. This is based on the work carried out by him/her in our organization M/S ----- for the period of three months or ----- . This Internship report or any part of this work has not been submitted elsewhere for any other degree, diploma, fellowship, or any other similar record of any University or Institution.

Place:

Supervisor or in charge

Date: \_\_\_\_\_

### Declaration (student)

I hereby declare that the dissertation/project entitled “-----” submitted to the Alagappa University for the award of the B.A/B.Sc./B.F.A/ integrated programme in ----- has been carried out by me under the guidance of -----, Assistant Professor, Department of-----, Alagappa University, Karaikudi – 630 003. This is my original and independent work carried out by me in the organization M/S ----- for the period of three months or -----and has not previously formed the basis of the award of any degree, diploma, associateship, fellowship, or any other similar title of any University or Institution.

Place: Karaikudi

(-----)

Date: \_\_\_\_\_

- Acknowledgment
- Content as follows

Chapter No	Title	Page number
1	Introduction	
2	Aim and objectives	
3	Organisation profile /details	
4	Methods / work	
5	Observation and knowledge gained	
6	Summary and outcome of the Internship study	
7	References	

#### ➤ No. of copies of the dissertation/project report/internship report

The candidate should prepare three copies of the dissertation/project/internship report and submit the same for the evaluation of the examiners. After evaluation, one copy will be retained in the department library, one copy will be retained by the guide and the student shall hold one copy.

#### Teaching methods

The teacher delivers the lecture and provides some time after the lecture for discussion among the students and teacher in the classroom. The student's views, comments experiences, problems, difficulties in understanding any point or portion of the lecture come to teacher's knowledge and teacher replies, and clarifies the doubts. It is an important strategy in stimulating the student's interests and assesses their

understanding of the concept. In the laboratory the instruction was given associated with their course, the students are allowed to attend the demonstration and allow them to do the experiment individually. Skill oriented workshop and demo classes are arranged with industrial experts. Periodic tests would be conducted and for the students of slow learners would be given special attention.

### **Attendance**

Students must have earned 75% of attendance in each course for appearing for the examination. Students who have earned 74% to 70% of attendance need to apply for condonation in the prescribed form with the prescribed fee. Students who have earned 69% to 60% of attendance need to apply for condonation in the prescribed form with the prescribed fee along with the Medical Certificate. Students who have below 60% of attendance are not eligible to appear for the End Semester Examination (ESE). They shall re-do the semester(s) after completion of the programme.

### **Examination and Evaluation**

The examinations shall be conducted separately for theory and practical's to assess (remembering, understanding, applying, analysing, evaluating, and creating) the knowledge required during the study. There shall be two systems of examinations viz., internal and external examinations. The internal examinations shall be conducted as Continuous Internal Assessment tests I and II (CIA Test I & II).

#### ***A. Internal Assessment***

The internal assessment shall comprise a maximum of 25 marks for each subject. The following procedure shall be followed for awarding internal marks.

Theory -25 marks

Sr.No	Content	Marks
1	Average marks of two CIA test	15
2	Seminar/group discussion/quiz	5
3	Assignment/field trip report/case study report	5
	Total	25

Project/Dissertation -25 Marks (assess by Guide & HOD /in charge/supervisor)

1	Two presentations (mid-term)	15 Marks
2	Progress report	10 Marks
	Total	25 Marks



Internship – 150 Marks (assess by in charge/ HOD / Organization supervisor)

1	Two presentations (mid-term)	90 Marks
2	Progress report	60 Marks
	Total	150 Marks

**B. External Examination**

- There shall be examinations at the end of each semester, for odd semesters in the month of October / November; for even semesters in April / May.
- A candidate who does not pass the examination in any course(s) may be permitted to appear in such failed course(s) in the subsequent examinations to be held in October / November or April / May. However candidates who have arrears in Practical shall be permitted to take their arrear Practical examination only along with Regular Practical examination in the respective semester.
- A candidate should get registered for the first semester examination. If registration is not possible owing to shortage of attendance beyond condonation limit / regulation prescribed OR belated joining OR on medical grounds, the candidates are permitted to move to the next semester. Such candidates shall re-do the missed semester after completion of the programme.
- For the Project Report/ Dissertation Work / internship the maximum marks will be 75/150 percent for project report evaluation and for the Viva-Voce it is 25/50 percent (if in some programmes, if the project is equivalent to more than one course, the project marks would be in proportion to the number of equivalent courses).
- Viva-Voce: Each candidate shall be required to appear for Viva-Voce Examination (in defense of the Dissertation Work /Project/ internship).

**C. Scheme of External Examination (Question Paper Pattern)**

Theory - Maximum 75 Marks

<b>Section A</b>	10 questions. All questions carry equal marks.	10 x 2 = 20 Marks	10 questions – 2 each from every unit
<b>Section B</b>	5 questions Either / or type like 1.a (or) b. All questions carry equal marks and each answer should not exceed one page	5 x 5 = 25	5 either or questions from each unit ( one either-or question from each unit)

Section C	Essay type questions 3 out of 5 questions. All questions carry equal marks and each answer should not exceed two page	3x10=30	1 question from each unit
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#### Dissertation /Project report Scheme of evaluation

Dissertation /Project report	50 Marks
Vivo voce	25 Marks

#### Internship report Scheme of evaluation

Internship report	150 Marks
Vivo voce	100 Marks

### Results

The results of all the examinations will be published through the Department where the student underwent the course as well as through University Website.

#### Passing minimum

A candidate shall be declared to have passed in each course if he/she secures not less than 40% marks in the End Semester Examinations and 40% marks in the Internal Assessment and not less than 40% in the aggregate, taking Continuous assessment and End Semester Examinations marks together.

The passing minimum for CIA shall be 40% out of 25/15\* marks (i.e.10/6\* marks) in Theory papers and 40% out of 40/10\* marks (i.e. 16/4\* marks) in Practical Examinations.

- The passing minimum for University Examinations shall be 40% out of 75/ 60\*marks (i.e. 30/24\* marks) for Theory papers and 40% out of 60/40\* marks (i.e. 24/16\* marks) for Practical papers.
- The candidates not obtained 40% in the Internal Assessment are permitted to improve their Internal Assessment marks in the subsequent semesters (2 chances will be given)by writing the CIA tests and by submitting assignments.
- Candidates, who have secured the pass marks in the End-Semester Examination and in the CIA but failed to secure the aggregate minimum pass mark (E.S.E + C I.A), are permitted to improve their Internal Assessment mark in the following semester and /or in University examinations.
- A candidate shall be declared to have passed in the Dissertation /Project report/Internship report if he / she get not less than 40% in each of the Report and Viva-Voce.

- A candidate who gets less than 40% in the Dissertation / Internship/ Project Report must resubmit the thesis. Such candidates need take again the Viva-Voce on the resubmitted report / thesis.

### Grading of the Courses

The following table gives the marks, Grade points, Letter Grades and classifications meant to indicate the over all academic performance of the candidate.

Conversion of Marks to Grade Points and Letter Grade (Performance in Course / Paper)

RANGE OF MARKS	GRADE POINTS	LETTER GRADE	DESCRIPTION
90 - 100	9.0 – 10.0	O	Outstanding
80 - 89	8.0 – 8.9	D+	Excellent
75 - 79	7.5 – 7.9	D	Distinction
70 - 74	7.0 – 7.4	A+	Very Good
60 - 69	6.0 – 6.9	A	Good
50 - 59	5.0 – 5.9	B	Average
40 - 49	4.0 – 4.9	C	Satisfactory
00 - 39	0.0	U	Re-appear
ABSENT	0.0	AAA	ABSENT

- Successful candidates passing the examinations and earning GPA between 9.0 and 10.0 and marks from 90 – 100 shall be declared to have Outstanding (O).
- Successful candidates passing the examinations and earning GPA between 8.0 and 8.9 and marks from 80 - 89 shall be declared to have Excellent (D+).
- Successful candidates passing the examinations and earning GPA between 7.5 – 7.9 and marks from 75 - 79 shall be declared to have Distinction (D).
- Successful candidates passing the examinations and earning GPA between 7.0 – 7.4 and marks from 70 - 74 shall be declared to have Very Good (A+).
- Successful candidates passing the examinations and earning GPA between 6.0 – 6.9 and marks from 60 - 69 shall be declared to have Good (A).
- Successful candidates passing the examinations and earning GPA between 5.0 – 5.9 and marks from 50 - 59 shall be declared to have Average (B).
- Successful candidates passing the examinations and earning GPA between 4.0 – 4.9 and marks from 40 - 49 shall be declared to have Satisfactory (C).
- Candidates earning GPA between 0.0 and marks from 00 - 39 shall be declared to have Re-appear (U).

- i) Absence from an examination shall not be taken as an attempt.

From the second semester onwards the total performance within a semester and continuous performance starting from the first semester are indicated respectively by **Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA)**. These two are calculated by the following formulate

$$\text{GRADE POINT AVERAGE (GPA)} = \frac{\sum_i C_i G_i}{\sum_i C_i}$$

$$\text{GPA} = \frac{\text{Sum of the multiplication of grade points by the credits of the courses}}{\text{Sum of the credits of the courses in a Semester}}$$

### **Classification of the final result**

The final result of the candidate shall be based only on the CGPA earned by the candidate.

- a) Successful candidates passing the examinations and earning CGPA between 9.5 and 10.0 shall be given Letter Grade (O+) and those who earned CGPA between 9.0 and 9.4 shall be given Letter Grade (O) and declared to have First Class –Exemplary\*.
- b) Successful candidates passing the examinations and earning CGPA between 7.5 and 7.9 shall be given Letter Grade (D), those who earned CGPA between 8.0 and 8.4 shall be given Letter Grade (D+) and those who earned CGPA between 8.5 and 8.9 shall be given Letter Grade (D++) and declared to have First Class with Distinction\*.
- c) Successful candidates passing the examinations and earning CGPA between 6.0 and 6.4 shall be given Letter Grade (A), those who earned CGPA between 6.5 and 6.9 shall be given Letter Grade (A+) and those who earned CGPA between 7.0 and 7.4 shall be given Letter Grade (A++) and declared to have First Class.
- d) Successful candidates passing the examinations and earning CGPA between 5.0 and 5.4 shall be given Letter Grade (B) and those who earned CGPA between 5.5 and 5.9 shall be given Letter Grade (B+) and declared to have passed in Second Class.
- e) Successful candidates passing the examinations and earning CGPA between 4.0 and 4.4 shall be given Letter Grade (C) and those who earned CGPA between 4.5 and 4.9 shall be given Letter Grade (C+) and declared to have passed in Third Class.
- f) Absence from an examination shall not be taken as an attempt.



## Final result

CGPA	Grade	Classification of Final Result
9.5 – 10.0	O+	First Class – Exemplary*
9.0 and above but below 9.5	O	
8.5 and above but below 9.0	D++	First Class with Distinction*
8.0 and above but below 8.5	D+	
7.5 and above but below 8.0	D	
7.0 and above but below 7.5	A++	First Class
6.5 and above but below 7.0	A+	
6.0 and above but below 6.5	A	
5.5 and above but below 6.0	B+	Second Class
5.0 and above but below 5.5	B	
4.5 and above but below 5.0	C+	Third Class
4.0 and above but below 4.5	C	
0.0 and above but below 4.0	U	Re-appear

CUMMULATIVE GRADE POINT AVERAGE (CGPA) =  $\frac{\sum_n \sum_i C_{ni} G_{ni}}{\sum_n \sum_i C_{ni}}$

CGPA =  $\frac{\text{Sum of the multiplication of grade points by the credits of the entire Programme}}{\text{Sum of the credits of the course for the entire Programme}}$

Where 'Ci' is the Credit earned for Course i in any semester; 'Gi' is the Grade Point obtained by the student for Course i and 'n' refers to the semester in which such courses were credited.

**CGPA** (Cumulative Grade Point Average) = Average Grade Point of all the Courses passed starting from the first semester to the current semester.

Note: \* The candidates who have passed in the first appearance and within the prescribed Semesters of the UG Programme (Major, Allied and Elective courses alone) are alone eligible for this classification.

### Maximum duration of the completion of the programme

The maximum period for completion of UG Degree in B.Voc Fashion Technology shall not exceed ten semesters continuing from the first semester.

### Conferment of the Undergraduate Degree programme

A candidate shall be eligible for the conferment of the Degree only after he/ she has earned the minimum required credits for the Programme prescribed therefor (i.e. 140 + Ex Credits for three years UG Programmes and 160 + Ex credits for four years UG Programmes credits).

## **Village Extension Programme**

The Sivaganga and Ramnad districts are very backward districts where a majority of people lives in poverty. The rural mass is economically and educationally backward. Thus the aim of the introduction of this Village Extension Programme is to extend out to reach environmental awareness, social activities, hygiene, and health to the rural people of this region. The students in their third semester have to visit any one of the adopted villages within the jurisdiction of Alagappa University and can arrange various programs to educate the rural mass in the following areas for three day based on the theme.1. Environmental awareness 2. Hygiene and Health. A minimum of two faculty members can accompany the students and guide them.



**B.Voc. (FASHION TECHNOLOGY)  
PROGRAMME STRUCTURE**

NSQF Level	Sem.	Part	Course Code	Course Name	Credits		Theory / Practical Hrs. / Week	Marks		Total		
					Skill (S) General (G)	S		G	Int		Ext	
												S
NSQF Level – 4 :	I	I	221T1	Tamil / Other languages - I	-	4	T	4	25	75	100	
		II	912CE	Communicative English - I		3	T	3	25	75	100	
			2BV1G1	Life Coping Skills	-	3	P	3	25	75	100	
		IV	2BF1G2	Practical - Office Automation - Lab	-	2	P	2	25	75	100	
			2BF1C1	Core-I- Textile Science	5	-	T	5	25	75	100	
			2BF1C2	Core -II - Sewing Techniques	4	-	T	4	25	75	100	
			2BF1P1	Core-III- Practical – Fashion Illustration Lab-I	4	-	P	4	25	75	100	
			2BF1J1	NSQF Level – 4 Job role - Sewing Machine Operator (AMH/Q0301)@	5	-	P	5	25	75	100	
				<b>Sub-Total</b>	<b>18</b>	<b>12</b>						
				<b>Total for Semester - I</b>	<b>30</b>			<b>30</b>				<b>800</b>
NSQF Level – 5 : Diploma	II	I	222T1	Tamil / Other languages - II	-	4	T	4	25	75	100	
			922CE	Communicative English – II		3	T	3	25	75	100	
			2BV2G1	Environmental Studies *	-	2	T	2	25	75	100	
		IV	2BF2G2	Practical – Fashion Illustration Lab-II	-	3	P	3	25	75	100	
			2BF2C1	Core - IV - Principles of Pattern Making	4	-	T	4	25	75	100	
		III	2BF2C2	Core - V - Introduction to Fashion Technology	5	-	T	5	25	75	100	
			2BF2P1	Core - VI - Practical – Principles Of Pattern Making -Lab	5	-	P	5	25	75	100	
			2BF2J1	NSQF Level – 5 Job role - Fashion Designer (AMH/Q1201) @	4	-	P	4	25	75	100	
				<b>Sub-Total</b>	<b>18</b>	<b>12</b>						
				<b>Total for Semester – II</b>	<b>30</b>			<b>30</b>				<b>800</b>

Degree	Sem	Part	Course Code	Course Name	Credits Skill (S) / General (G)		Theory / Practical	Hrs. / Week	Marks		Total	
					S	G			Int	Ext		
					<b>NSQF Level – 6 : Advanced Diploma</b>							
III	IV		2BV3G1	Technical English		3	T	3	25	75	100	
			2BV3G2	Professional Etiquettes		3	P	3	25	75	100	
			2BF3G3	<b>Practical</b> - Apparel Accessories and Surface Ornamentation – Lab	-	3	P	3	25	75	100	
				<b>Non-Major Elective – I</b>	-	2	-	3	25	75	100	
					<b>Self - Learning Course –I-MOOCs –I %</b>	-	(E)	-	-	--	--	--
	V		2BV3G4	Extension Activities #	-	1	P	-	100	-	100	
	III		2BF3C1	<b>Core - VII</b> - Apparel Merchandising	4	-	T	4	25	75	100	
			2BF3C2	<b>Core – VIII</b> Fashion Retailing and Visual Merchandising	4	-	T	4	25	75	100	
			2BF3P1	<b>Core – IX - Practical</b> – Garment Construction Lab – Kids wear	5	-	P	5	25	75	100	
			2BF3P2	<b>Core - X - Practical</b> – CAD - Lab – II	5	-	P	5	25	75	100	
				<b>Sub-Total</b>	<b>18</b>	<b>12</b>						
				<b>Total for Semester - III</b>	<b>30+</b>	<b>(E)</b>		<b>30</b>	--	--	<b>900</b>	
	IV	IV		2BV4G1	English for Competitive Examinations @		4	P	4	25	75	100
			2BV4G2	Accounting Skills @	-	4	P	4	25	75	100	
				<b>Non-Major Elective – II</b>	-	2	-	2	25	75	100	
			2BV4G3 / 2BV4G4 / 2BV4G5	Value Education / Manavalakalai Yoga / Introduction to Gender Studies * @	-	2	P	2	25	75	100	
				<b>Self-Learning Course - II - MOOCs –II %</b>	-	(E)	-	-	--	--	--	
III			2BF4C1	<b>Core - XI</b> - Textile Processing	4	-	T	4	25	75	100	
			2BF4C2	<b>Core - XII</b> - Apparel Costing and Export Management	5	-	T	5	25	75	100	
			2BF4P1	<b>Core - XIII - Practical</b> – Textile Processing Lab	5	-	P	5	25	75	100	
			2BF4J1	<b>NSQF Level – 6 Job role - Industrial Engineer (AMH/Q 2001) @</b>	4	-	P	4	25	75	100	
				<b>Sub-Total</b>	<b>18</b>	<b>12</b>						
			<b>Total for Semester – IV</b>	<b>30</b>			<b>30</b>	--	--	<b>800</b>		

Degree Sem	Part	Course Code	Course Name	Credits Skill (S) / General (G)		Theory/ practical	Hrs./ Week	Marks		Total	
				S	G			Int	Ext		
				<b>NSQF Level – 7: B.Voc. Degree</b>							
V	IV	2BV5G1	Entrepreneurship / Start-up Skills @	-	3	P	3	25	75	100	
		2BV5G2	Quantitative Aptitude #	-	3	P	3	25	75	100	
		2BV5G3	Fundamentals of Digital Privacy		3	T	3	25	75	100	
		2BF5G4	Textile Testing –Lab	-	3	P	3	25	75	100	
	V	III	2BF5C1	<b>Core-XIV- Garment Quality Testing and Assurance</b>	4	-	T	4	25	75	100
			2BF5E1/ 2BF5E2	<b>Elective I – Wardrobe planning and Clothing Care (or) Indian Traditional Textiles and Costumes</b>	4	-	T	4	25	75	100
	III	III	2BF5P1	<b>Core - XV- Practical – CAD - Lab -III</b>	4	-	P	4	25	75	100
			2BF5P2	<b>Core –XVI - Practical – Garment Construction Lab – Adult wear</b>	4	-	P	4	25	75	100
			2BF5P3	Domain Study @	2		P	2	25	75	100
			<b>Sub-Total</b>		<b>18</b>	<b>1</b>					
			<b>Total for Semester – V</b>		<b>30</b>			<b>30</b>	--	--	<b>900</b>
VI	IV	2BV6G1	Corporate Grooming and Finishing Skills @		4	P	4	25	75	100	
		2BV6G2	Fundamentals of Digital Marketing		4	T	4	25	75	100	
		2BV6G3	Interview Skills		2	T	2	25	75	100	
		2BV6G4	Comprehensive Study #		2	P	2	10	--	100	
	III	III	2BF6E1/ 2BF6E2	<b>Elective II – Practical - Fashion Draping Lab/ Fashion Photography Lab</b>	4	-	P	4	25	75	100
			2BF6E3/ 2BF6E4	<b>Elective III – Practical - Home Textiles Lab/ Garment Construction Lab –Knit Wear</b>	4	-	P	4	25	75	100
		2BF6I1	Industrial Internship with Project	7	-	P	7	25	75	100	
		2BF6J1	<b>NSQF Level – 7 Job role - Boutique Manager (AMH/Q1910) @</b>	3	-	P	3	25	75	100	
			<b>Sub-Total</b>		<b>18</b>	<b>1</b>					
			<b>Total for Semester – VI</b>		<b>30</b>			<b>30</b>	--	--	<b>800</b>
			<b>Total Credits (B.Voc. Degree Programme)</b>		<b>180</b>			<b>180</b>			<b>5000</b>

\* Syllabus of Affiliated Colleges of Alagappa University will be followed

# Fully-internal Course – Examination will be conducted internally

@ External Examination will be conducted as Viva-voce Examination

% Self-Learning Course – MOOCs – Extra Credits

(E) – Extra credits earned through MOOCs



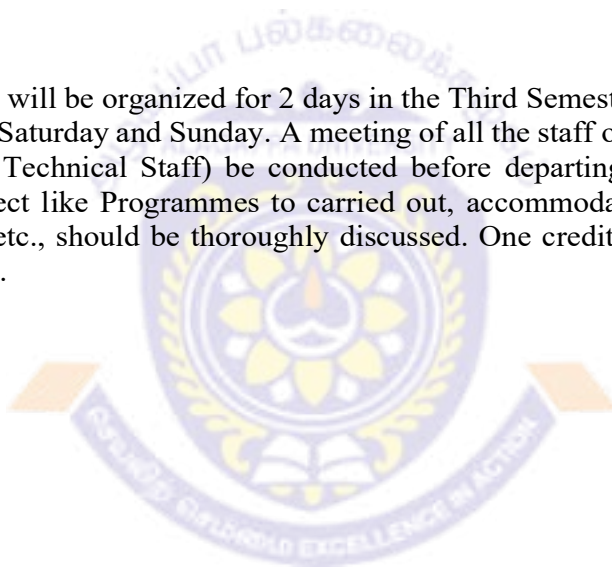
### Non-Major Elective Courses:

Sem.	Course Code	Non-major Elective Course Name	Credits	Hrs. / Week	Marks		Total
					Int.	Ext.	
III		<b>Non-major Elective – I : Fundamentals of Apparel Designing</b>	2	3	25	75	100
IV		<b>Non-major Elective – II : Visual Merchandising</b>	2	3	25	75	100

Course Code	Course Name	Credits	Theory/ Practical	Hrs. / Week	Marks		Total
					Int.	Ext.	
91BPEP	Professional English for Physical Sciences-I	4	T	4	25	75	100
92BPEP	Professional English for Physical Sciences-II	4	T	4	25	75	100

### Extension Activities

Extension Activities will be organized for 2 days in the Third Semester. The programme may be organized in any Saturday and Sunday. A meeting of all the staff of the College (Teaching, Administrative and Technical Staff) be conducted before departing to the camp in which each and every aspect like Programmes to be carried out, accommodation, food, medical aid, transport facilities, etc., should be thoroughly discussed. One credit will be allotted for this Extension Activities.



I –Semester					
General	Course Code 2BV1G1	Life Coping Skills	P	Credits: 3	Hours: 3
<b>Unit –I</b>					
<b>Objective 1</b>	To gain knowledge on the concepts, processes and of life skills.				
<b>Self–Concept, Self-Acceptance and Personality Development</b> Concept and definition of Self-Esteem, Factors influence Self-Esteem, Low Vs High Self-esteem, Step to raise Self Esteem, Introduction, Definition and Theoretical perspective of self-Acceptance, Benefits of Self-Acceptance, Characteristics and Elements of Personality and Identity of the Individual.					
<b>Outcome 1</b>	<b>Students have knowledge on self-esteem and Factors influence Self- Esteem.</b>			<b>K1</b>	
<b>Unit – II</b>					
<b>Objective 2</b>	To classify the types of goals and its importance				
<b>Goal Setting</b> Definition of Goal Setting, Different types of Goals, Importance of Goal setting, Obstacles to set Goals and Steps to Goal Setting.					
<b>Outcome 2</b>	<b>Students understand the importance of goal setting.</b>			<b>K2</b>	
<b>Unit – III</b>					
<b>Objective 3</b>	To demonstrate the coping skills				
<b>Coping Skills: Depression, Fear and Anger</b> Definition, Symptoms, Causes and Impact of Depression, How to overcome Depression, Theoretical Input of Fear, Kinds of Fear, Coping with Fear, Ways to overcome Fear, Consequence of Anger, Managing Anger, Steps toward Anger Management.					
<b>Outcome 3</b>	<b>Students are able to apply the coping skill to overcome fear, depression and anger.</b>			<b>K3</b>	
<b>Unit- IV</b>					
<b>Objective 4</b>	To examine the time management and stress management.				
<b>Time management and Stress Management</b> Meaning and Importance of Time Management-Time factor-Steps for Avoiding Lateness Problems- Tips for time management. Meaning and Kinds of Stress -Types of Stress-How does Stress affect you- Source of Stress-Commandments for Managing Stress					
<b>Outcome 4</b>	<b>Students are able analyze the importance of time management and stress management.</b>			<b>K4</b>	
<b>Unit- V</b>					
<b>Objective5</b>	To evaluate the team work and learning review.				
<b>Team Work</b> Meaning of Team Work-Needed qualities for working as a Team-Team Learning: Questioning. Valuing Diversity – Communicating - Learning Review.					
<b>Outcome 5</b>	<b>Students value the quality for working as a team.</b>			<b>K5</b>	
<b>Suggested Readings:</b> Reference and Text Books: - Xavier Alphones, S.J. (2004). We Shall Overcome - A Textbook on Life Coping Skills. Chennai: ICRDCE Publication. Faith G. Harper (2019) Coping Skills: Tools & Techniques for Every Stressful Situation Microcosm Publishing.					
<b>Online Resources</b> <a href="https://my.clevelandclinic.org/health/articles/6392-stress-coping-with-lifes-stressors">https://my.clevelandclinic.org/health/articles/6392-stress-coping-with-lifes-stressors</a> <a href="https://humankinetics.com/AcuCustom/Sitename/DAM/160/78_79.pdf">https://humankinetics.com/AcuCustom/Sitename/DAM/160/78_79.pdf</a> <a href="https://positivepsychology.com/goal-setting/">https://positivepsychology.com/goal-setting/</a>					
K1-Remember	K2-Understand	K3-Apply	K4-Analyze	K5-Evaluate	K6-Create

### Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	M(2)	M(2)	S(3)	M(2)	L(1)	L(1)	M(2)	L(1)	L(1)
CO2	M(2)	M(2)	S(3)	M(2)	M(2)	L(1)	M(2)	L(1)	L(1)	L(1)
CO3	S(3)	S(3)	M(2)	M(2)	L(1)	M(2)	S(3)	S(3)	M(2)	M(2)
CO4	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)
CO5	S(3)	S(3)	M(2)	M(2)	S(3)	M(2)	S(3)	S(3)	S(3)	M(2)
<b>W.AV</b>	<b>2.6</b>	<b>2.4</b>	<b>2.4</b>	<b>2.4</b>	<b>2.2</b>	<b>1.8</b>	<b>2.4</b>	<b>2.4</b>	<b>2</b>	<b>1.9</b>

S–Strong (3), M-Medium (2), L-Low (1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M(2)	L(1)	L(1)	M(2)	L(1)
CO2	L(1)	M(2)	L(1)	L(1)	M(2)
CO3	L(1)	L(1)	M(2)	M(2)	L(1)
CO4	M(2)	M(2)	L(1)	L(1)	M(2)
CO5	L(1)	M(2)	M(2)	L(1)	M(2)
<b>W.AV</b>	<b>1.4</b>	<b>1.6</b>	<b>1.4</b>	<b>1.4</b>	<b>1.6</b>

S–Strong (3), M-Medium (2), L-Low (1)

Semester – I						
General	Course Code 2BF1G2	Office Automation- Lab		P	Credits: 2	Hours: 2
<b>Unit I</b>						
<b>Objective 1</b>	Understand the concept of a program (i.e., a computer following a series of instructions).					
<b>MS-Word:</b>						
<ul style="list-style-type: none"> <li>➤ Create a document file for your Resume</li> <li>➤ Create a document file for a Leave Letter</li> <li>➤ Use of Bold, Underline, Font Size, style, Background color, Text color, Line spacing, <ul style="list-style-type: none"> <li>• Spell Check, Alignment, Header &amp; Footer, inserting pages and page numbers, Find and Replace in a document</li> </ul> </li> </ul>						
<b>Outcome 1</b>	<b>Provide students with knowledge, general competence, and analytical skills in Computer Science on an advanced level.</b>				<b>K1, K3</b>	
<b>Unit II</b>						
<b>Objective 2</b>	Understand the concept of a variable holding a value, how a variable is declared and how it can change.					
<ul style="list-style-type: none"> <li>➤ Prepare a Class Time Table and perform the following operations: Inserting the table, Data <ul style="list-style-type: none"> <li>• Entry, Alignment of Rows and Columns, Inserting and Deleting the Rows and Columns and Change of Table Format.</li> </ul> </li> <li>➤ Create mail and cover using Mail Merge feature</li> </ul>						
<b>Outcome 2</b>	<b>Gain ability to apply knowledge of programs to the real-world issues.</b>				<b>K1, K3</b>	
<b>Unit III</b>						
<b>Objective 3</b>	Understand the concept of a loop – that is, a series of statements which is written once but executed repeatedly- and how to use it in a programming language. Be able to use a conditional statement to select a choice from two or more alternatives.					
<b>MS-Excel</b>						
<ul style="list-style-type: none"> <li>➤ Create a spreadsheet to Calculate Student Marks Total and average</li> <li>➤ Create a spreadsheet for Tax Calculation</li> </ul>						
<b>Outcome 3</b>	<b>Use critical thinking, analyses and research skills.</b>				<b>K4</b>	
<b>Unit IV</b>						
<b>Objective 4</b>	Be able to break a large problem into smaller parts, writing each part as a module or function.					
<ul style="list-style-type: none"> <li>➤ Use Math Functions in cells</li> <li>➤ Create a spreadsheet for Sorting a Database</li> <li>➤ Draw Chart – use different formats</li> </ul>						
<b>Outcome 4</b>	<b>Use critical thinking, analyses and research skills.</b>				<b>K4</b>	
<b>Unit V</b>						
<b>Objective 5</b>	Be able to use an array to store multiple pieces of homogeneous data, and use a structure to store multiple pieces of heterogeneous data.					
<b>MS-PowerPoint</b>						
<ul style="list-style-type: none"> <li>➤ Design presentation slides for the Seminar/Lecture Presentation using animation effects and perform the following operations: Creation of different slides, changing background color, font color using word art.</li> <li>➤ Design a Slide Show for your College function</li> </ul>						
<b>Outcome 5</b>	<b>Build up programming, analytical and logical thinking abilities.</b>				<b>K5</b>	
K1-Remember	K2-Understand	K3-Apply	K4-Analyze	K5-Evaluate	K6-Create	

### Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S (3)	S (3)	M (2)	S (3)	S (3)	L (1)	L (1)	L (1)	L (1)	S (3)
CO2	S (3)	M (2)	S (3)	S (3)	S (3)	M (2)	M (2)	M (2)	M (2)	S (3)
CO3	S (3)	M (2)	S (3)	S (3)	S (3)	L (1)	L (1)	L (1)	L (1)	S (3)
CO4	S (3)	S (3)	M (2)	S (3)	S (3)	L (1)	L (1)	L (1)	L (1)	S (3)
CO5	S (3)	M (2)	S (3)	S (3)	S (3)	M (2)	M (2)	M (2)	M (2)	S (3)
<b>W. AV</b>	<b>3</b>	<b>2.6</b>	<b>2.6</b>	<b>3</b>	<b>3</b>	<b>2.4</b>	<b>1.4</b>	<b>1.4</b>	<b>1.4</b>	<b>3</b>

**S –Strong (3), M-Medium (2), L- Low (1)**

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S (3)	S (3)	M (2)	L (1)	S (3)
CO2	S (3)	L (1)	L (1)	M (2)	S (3)
CO3	S (3)	M (2)	M (2)	L (1)	S (3)
CO4	S (3)	M (2)	M (2)	L (1)	S (3)
CO5	S (3)	L (1)	L (1)	S (3)	S (3)
<b>W.AV</b>	<b>3</b>	<b>1.8</b>	<b>1.6</b>	<b>1.6</b>	<b>3</b>

**S –Strong (3), M-Medium (2), L- Low (1)**



<b>Semester-I</b>					
<b>Core</b>	<b>Course Code 2BF1C1</b>	<b>Textile Science</b>	<b>T</b>	<b>Credits: 5</b>	<b>Hours: 5</b>
<b>Unit –I</b>					
<b>Objective1</b>	<b>To memorize the basic concepts of fibers and its properties, identification methods.</b>				
<b>Fibers Classification</b> Introduction to the Fibers - Classification of Textile Fibers- Natural and Manmade fibers, Characteristics - Primary and Secondary properties of Textile Fibers. Identification of textile fibers.					
<b>Outcome 1</b>	<b>Recall t the key terminologies of textile fiber and its properties</b>			<b>K1</b>	
<b>Unit – II</b>					
<b>Objective2</b>	<b>Summarize the manufacturing process of natural and manmade fibers</b>				
<b>Fibers Manufacturing Process</b> Manufacturing Process, Properties, Uses, application of Fibers. Natural fibers - Cotton, Linen, Jute, Silk, Wool. Regenerated fibers -Viscose Rayon, Acetate Rayon. Manmade fibers- Nylon, Polyester, Polyamide, Acrylic.					
<b>Outcome 2</b>	<b>Understand the raw materials and production process involved in both natural and manmade fiber.</b>			<b>K2</b>	
<b>Unit – III</b>					
<b>Objective3</b>	<b>To enable students to gain knowledge in yarn making.</b>				
<b>Spinning Technology</b> Spinning –Spinning methods, Yarn Properties, yarn twist (S&Z directions), count and strength. Mechanical Yarn Formation- Blending, Opening, Cleaning, Doubling, Carding, Combing, Drawing, Roving. Chemical Spinning – Wet, Melt & Dry spinning of filament yarns. Yarn Types - Ply Yarn, Cable yarn, double yarn, novelty yarns and its uses.					
<b>Outcome 3</b>	<b>Able to choose the yarn suitability of selected end use.</b>			<b>K3</b>	
<b>Unit IV</b>					
<b>Objective4</b>	<b>To distinguish the woven fabrication methods</b>				
<b>Weaving</b> Weaving – Definition, Preparatory process, sequence of weaving, Parts and functions of loom – Primary and secondary motions of a loom. Elements of Weaving – Design, Draft and Peg Plan. Basic Weaves – Plain, Twill, Satin. Novelty weaves - Jacquard and Dobby.					
<b>Outcome 4</b>	<b>Examine the woven fabrication methods</b>			<b>K4</b>	
<b>Unit V</b>					
<b>Objective5</b>	<b>To assess the different methods of fabrication which involves to select suitable fabric for specific end uses</b>				
<b>Knitting and Non-Woven</b> Definition - Classification of Weft Knitting. Weft Knitting Structure – Plain, Purl, Rib, Interlock. Warp Knitting Structure – Tricot, Raschel, Crochet. Other Processes – Nonwoven and its techniques for preparing nonwovens, Felting, Fusing, Bonding, Lamination, Netting, Braiding.					
<b>Outcome 5</b>	<b>Judge the selected fabrication methods and evaluate its viability.</b>			<b>K5</b>	

**Suggested Readings:**

- Carr, D. (Ed.). (2017). *Forensic textile science*. Woodhead Publishing.
- Murthy, H. S. (2016). *Introduction to textile fibers*. CRC Press.
- Patnaik, A., & Patnaik, S. (Eds.). (2019). *Fibers to smart textiles: Advances in manufacturing, technologies, and applications*. CRC Press.
- Robertson, J., Roux, C., & Wiggins, K. G. (2017). *Forensic examination of fibers*. CRC press.
- Kong, I., Tshai, K. Y., & Hoque, M. E. (2015). *Manufacturing of natural fiber reinforced polymer composites (pp.331-349)*. Springer, Cham.
- Board, N. (2009). *The complete technology book on textile spinning, weaving, finishing and printing*. National Institute of Industrial Re.
- Thangamani, K., & Sundaresan, S. (2022). *Fabric Manufacturing Technology: Weaving and Knitting*. CRC Press.
- Miao, M., & Xin, J. H. (Eds.). (2017). *Engineering of high-performance textiles*. Wood head Publishing.

**Online Resources**

- <https://www.springer.com/series/13111>
- <https://www.scribd.com/document/500656421/Textile-Science>
- <https://www.youtube.com/watch?v=Ohm0QUU6d9U>
- <https://www.youtube.com/watch?v=hNC1fK6GjF4>

K1-Knowledge	K2-Understanding	K3-Apply	K4-Analyze	K5-Evaluate	K6-Create
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**Course Outcome VS Programme Outcomes**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)	M(2)	L(1)
CO2	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)
CO3	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)
CO4	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)
CO5	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)
<b>W.AV</b>	<b>2.2</b>	<b>2.2</b>	<b>2.2</b>	<b>2.2</b>	<b>2.4</b>	<b>2.2</b>	<b>2.2</b>	<b>2.2</b>	<b>2.2</b>	<b>2</b>

S–Strong (3), M-Medium (2), L-Low (1)

**Course Outcome VS Programme Specific Outcomes**

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	M(2)	M(2)	L(1)
CO2	M(2)	S(3)	M(2)	M(2)	M(2)
CO3	M(2)	M(2)	S(3)	M(2)	M(2)
CO4	M(2)	M(2)	M(2)	S(3)	M(2)
CO5	M(2)	M(2)	M(2)	S(3)	S(3)
<b>W.AV</b>	<b>2.2</b>	<b>2.2</b>	<b>2.2</b>	<b>2.4</b>	<b>2</b>

S–Strong (3), M-Medium (2), L-Low (1)

<b>I-Semester</b>					
<b>Core</b>	<b>Course code 2BF1C2</b>	<b>Sewing Techniques</b>	<b>T</b>	<b>Credits: 4</b>	<b>Hours: 4</b>
<b>Unit –I</b>					
<b>Objective1</b>	<b>To memories about various processes flow takes place in garment industry.</b>				
<b>Sewing</b> Introduction to garment industry process details, types and working procedures. Spreading – purpose, methods; spreading by hand, spreading using a travelling machine, requirements of the spreading process, Marking: purpose, methods of marking; manual and computerized marker planning, requirements of marker planning, Efficiency of a marker plan.					
<b>Outcome 1</b>	<b>The students gain in depth knowledge about garment manufacturing industry.</b>			<b>K1</b>	
<b>Unit – II</b>					
<b>Objective2</b>	<b>To recognize several kinds of cutting equipments and its importance.</b>				
<b>Cutting</b> –definition, function, equipment’s –straight Knife, band Knife, round Knife, diecutters, drills, notches and thread marker, computerized controlled cutting machine.					
<b>Outcome 2</b>	<b>Identify the functions and end uses of cutting equipments.</b>			<b>K2</b>	
<b>Unit – III</b>					
<b>Objective3</b>	<b>To interpret the special attachments used in sewing machineries.</b>				
<b>Sewing machineries-</b> Classification of sewing machines – Over lock machine, Bar tacking machine, Button hole machine. Button fixing machine, Feed of arm machine, blind stitching machine and fabric examining machines. Special attachments – Hemmers, Ruffler, Binder, Tucker, Gathering foot, Cloth guide, circular attachment. Sewing machine care and maintenance, Common problems and remedies.					
<b>Outcome 3</b>	<b>The students able to demonstrate the purpose of special attachments in sewing machineries.</b>			<b>K3</b>	
<b>Unit IV</b>					
<b>Objective4</b>	<b>The students able to examine various stitching mechanism.</b>				
<b>Stitching mechanism</b> – needle, bobbin and bobbin case, Bobbin winding, Loops and loop spreader, threading finger, upper and lower threading. Auxiliary hooks, tension disc- upper and lower thread tension, stitching auxiliaries, pressure foot and its types. Feeding mechanism, sewing federal standards for stitch and stitch classification.					
<b>Outcome 4</b>	<b>In right knowledge in differentiating various stitching mechanism.</b>			<b>K4</b>	
<b>Unit V</b>					
<b>Objective5</b>	<b>To appraise the significance of finishing in the process of making clothing.</b>				
<b>Fusing</b> Machines used for garment finishing-fusing, definition advantages, Requirements of using fusing, fusing equipment, methods of fusing, pressing: the purpose of pressing, categories of pressing, and means of pressing, pressing equipments and methods, pleating, permanent press. Packing – types of packaging and packaging materials used.					
<b>Outcome 5</b>	<b>Criticize the process of finishing in garment making.</b>			<b>K5</b>	

**Suggested Readings:**

- Nayak, R., & Padhye, R. (Eds.). (2017). Automation in garment manufacturing. Woodhead Publishing. Vilumsone-Nemes, I. (2018). Industrial cutting of textile materials. Woodhead Publishing.
- Nayak, R., & Padhye, R. (Eds.). (2017). Automation in garment manufacturing. Woodhead Publishing. Richter, G., Raban, D. R., & Rafaeli, S. (2018, August). Tailoring a Points Scoring Mechanism for Crowd Based Knowledge Pooling. In Proceedings of the 51st Hawaii International Conference on System Sciences.
- Nayak, R., & Ratnapandian, S. (2018). Care and maintenance of textile products including apparel and protective clothing. CRC Press.
- Paula, A. (2021). Gendered Capitalism: Sewing Machines and Multinational Business in Spain and Mexico, 1850-1940. Routledge..

**Online Resources**

- <https://www.amazon.in/Sewing-Techniques-Introduction-Construction-Process-ebook/dp/B08YSN7J4W> <https://www.amazon.in/Couture-Sewing-Techniques-Revised-Updated-ebook/dp/B00L2223DM>
- <https://www.kobo.com/ww/en/ebook/complete-book-of-sewing-techniques>
- [https://www.youtube.com/watch?v=x\\_6faeiugWk](https://www.youtube.com/watch?v=x_6faeiugWk)

<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>
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**Course Outcome VS Programme Outcomes**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)	M(2)	L(1)
CO2	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)
CO3	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)
CO4	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)
CO5	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)
<b>W.AV</b>	<b>2.2</b>	<b>2.2</b>	<b>2.2</b>	<b>2.2</b>	<b>2.4</b>	<b>2.2</b>	<b>2.2</b>	<b>2.2</b>	<b>2.2</b>	<b>2</b>

S–Strong (3), M-Medium (2), L-Low (1)

**Course Outcome VS Programme Specific Outcomes**

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	M(2)	M(2)	L(1)
CO2	M(2)	S(3)	M(2)	M(2)	M(2)
CO3	M(2)	M(2)	S(3)	M(2)	M(2)
CO4	M(2)	M(2)	M(2)	S(3)	M(2)
CO5	M(2)	M(2)	M(2)	S(3)	S(3)
<b>W.A</b>	<b>2.</b>	<b>2.2</b>	<b>2.2</b>	<b>2.4</b>	<b>2</b>
<b>V</b>	<b>2</b>				

S–Strong (3), M-Medium (2), L-Low (1)

Semester-I					
Core	Course Code 2BF1P1	Fashion Illustration Lab I	p	Credits: 4	Hours: 4
<b>Unit – I</b>					
<b>Objective1</b>	<b>To study about the basics of drawing.</b>				
	<ul style="list-style-type: none"> <li>➤ Free hand sketching</li> <li>➤ Objects 3D view</li> <li>➤ Pencil shading</li> </ul>				
<b>Outcome 1</b>	<b>Gain knowledge on basic drawing principles.</b>				<b>K1</b>
<b>Unit – II</b>					
<b>Objective2</b>	<b>To explain about shading techniques.</b>				
	<ul style="list-style-type: none"> <li>➤ Color shading</li> <li>➤ Primary, secondary and tertiary colors, Color wheel, Color scheme</li> <li>➤ Complimentary colors</li> </ul>				
<b>Outcome 2</b>	<b>Students can able to understand the shading techniques.</b>				<b>K2</b>
<b>Unit – III</b>					
<b>Objective3</b>	<b>To learn about the shading and rendering techniques.</b>				
	Shading and rendering techniques				
<b>Outcome 3</b>	<b>Students are able to apply shading and rendering techniques in creation of illustration.</b>				<b>K3, K6</b>
<b>Unit – IV</b>					
<b>Objective4</b>	<b>To educate the students about different types of head theory.</b>				
	<ul style="list-style-type: none"> <li>➤ 5 head theory</li> <li>➤ 8, 10 and 12 head theory</li> </ul>				
<b>Outcome 4</b>	<b>Evaluate the different types of head theory which helps them to create the illustration.</b>				<b>K5, K6</b>
<b>Unit – V</b>					
<b>Objective5</b>	<b>To enable the students to develop croquets for designing their own concept.</b>				
	<ul style="list-style-type: none"> <li>➤ Stick figure with various poses</li> <li>➤ Stick figure to flesh figure conversation</li> <li>➤ Flesh figure with various poses</li> <li>➤ Croquis types.</li> </ul>				
<b>Outcome 5</b>	<b>Design and present the fashion figures with different possess.</b>				<b>K6</b>
<b>Online Resources</b>					
<a href="https://www.kobo.com/in/en/ebook/fashion-design-workshop-remix">https://www.kobo.com/in/en/ebook/fashion-design-workshop-remix</a> <a href="https://www.amazon.in/Fashion-Design-Workshop-illustration-coming-ebook/dp/B08672C4R7">https://www.amazon.in/Fashion-Design-Workshop-illustration-coming-ebook/dp/B08672C4R7</a> <a href="https://www.scribd.com/book/238626716/Creative-Fashion-Drawing-A-complete-guide-to-design-and-illustration-styles">https://www.scribd.com/book/238626716/Creative-Fashion-Drawing-A-complete-guide-to-design-and-illustration-styles</a> <a href="https://www.youtube.com/watch?v=fbBPao_EU-I">https://www.youtube.com/watch?v=fbBPao_EU-I</a>					
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>



### Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)
CO2	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)
CO3	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	M(2)	S(3)
CO4	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)
CO5	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	S(3)
<b>W.AV</b>	<b>2.2</b>	<b>2.2</b>	<b>2.2</b>	<b>2.2</b>	<b>2.4</b>	<b>2.2</b>	<b>2</b>	<b>2.2</b>	<b>2.2</b>	<b>2.6</b>

S–Strong (3), M-Medium (2), L-Low (1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	M(2)	M(2)	M(2)
CO2	M(2)	S(3)	M(2)	M(2)	M(2)
CO3	M(2)	M(2)	S(3)	M(2)	S(3)
CO4	M(2)	M(2)	M(2)	S(3)	S(3)
CO5	M(2)	M(2)	M(2)	M(2)	S(3)
<b>W.AV</b>	<b>2.2</b>	<b>2.2</b>	<b>2.2</b>	<b>2.2</b>	<b>2.6</b>

S–Strong (3), M-Medium (2), L-Low (1)

I-Semester					
Core	Course Code 2BF1J1	NSQF Level - 4 - Sewing Machine Operator (AMH/Q0301)	P	Credits: 5	Hours: 5
<b>Unit – I</b>					
<b>Objective1</b>	<b>The students can learn about parts and functions of swing machine.</b>				
Knowledge of fabrics/apparels and garments and types of fabrics/apparels that require stitching by hand or machine stitching., Sewing machine parts and functions, common factors affect stitching, different types of needles, broken needle procedure, thread thickness, shade, size and parts of needles, Setting up and adjusting machine controls. The typical faults of sewing machines and methods to rectify them and common hazards and remedies in the sewing work place.					
<b>Outcome 1</b>	<b>The students gain in depth information about parts and functions of sewing machine.</b>				<b>K1,K6</b>
<b>Unit – II</b>					
<b>Objective2</b>	<b>Educate students to compare how various garment elements are assemble together and various approaches and procedures utilized to find fault.</b>				
Knowledge about garment parts (pockets, fronts, backs, collars, cuffs, sleeves, etc.). Type of apparels and their parts, assembling of different garment parts to make the final product. Different types of defects. Maintenance, adjustment and replacement of worn parts on the machines required for different types of attachment. Sewing machine adjustment and maintenance, method of sharing domain related information with team members, Safety precautions to be taken when stitching. Different techniques and methods used to detect faults.					
<b>Outcome 2</b>	<b>The students identify basic stitching and their creative skill will be developed which will help them to construct the garment.</b>				<b>K4,K6</b>
<b>Unit – III</b>					
<b>Objective 3</b>	<b>To demonstrate seam and seam finishes that have to be given to different fabric.</b>				
Preparation of garment parts, preparation of samples of seam and seam finishes - samples for Fullness- Pleats (3), Darts (2), Tucks (3), and Gathers (3). Preparation of samples for neckline and neckline finish -Bias Joining, Facing and Bindings – Making samples for placket and closures.					
<b>Outcome 3</b>	<b>Students will be able to use different stitches and seams as per the requirement of the garment.</b>				<b>K3,K6</b>
<b>Unit – IV</b>					
<b>Objective 4</b>	<b>Design different types of samples for sleeves, collar and yoke.</b>				
Preparation of Samples for Plain Sleeve, Puff Sleeve, Cap Sleeve and Raglan Sleeve. Making Samples for Partial Yoke and Yoke Supporting Fullness. Preparation of samples for Peter Pan collar, Shirt Collar and Shawl Collar. Preparation of samples for Patch and Side Seam Pocket.					
<b>Outcome 4</b>	<b>The students are producing several styles of sleeve, collar and yoke for various garment.</b>				<b>K6</b>
<b>Unit – V</b>					
<b>Objective 5</b>	<b>Students can appraise the risk and their occupational health and safety as well as the best practices in waste disposal system.</b>				
The user/individual on the job needs to know and understand: Occupational health and safety risks and methods. Personal protective equipment and method of use. Identification, handling and storage of hazardous substances. Proper disposal system for waste and by-products. Importance of sound health, hygiene and good habits. Ill-effects of alcohol, tobacco and drugs.					
<b>Outcome 5</b>	<b>The dangers to their workplace health and safety are known to students. Which will protect them.</b>				<b>K5</b>

**Suggested Readings:**SSC – AMH – Approved QP & NOS: <https://www.sscamh.com/qualification-pack/AMH/Q0301>.**Online Resources**<https://www.pdfdrive.com/apparel-sewing-machine-operator-e34410175.html><https://www.amazon.in/Sewing-machine-operator-AISECT-Content/dp/B07P5L5T72><https://www.grin.com/document/1034372><https://www.youtube.com/watch?v=-eR7sK3oRUg>

<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>
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**Course Outcome VS Programme Outcomes**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)	M(2)	S(3)
CO2	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	S(3)	M(2)	M(2)	S(3)
CO3	M(2)	M(2)	S(3)	M(2)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)
CO4	M(2)	S(3)	M(2)	S(3)	M(2)	M(2)	S(3)	M(2)	M(2)	S(3)
CO5	S(3)	M(2)	M(2)	M(2)	S(3)	M(2)	M(2)	S(3)	S(3)	M(2)
<b>W.AV</b>	<b>2.4</b>	<b>2.4</b>	<b>2.2</b>	<b>2.2</b>	<b>2.6</b>	<b>2.2</b>	<b>2.4</b>	<b>2.2</b>	<b>2.4</b>	<b>2.8</b>

S–Strong (3), M-Medium (2), L-Low (1)

**Course Outcome VS Programme Specific Outcomes**

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	M(2)	M(2)	S(3)
CO2	M(2)	M(2)	M(2)	S(3)	S(3)
CO3	M(2)	S(3)	S(3)	M(2)	S(3)
CO4	M(2)	S(3)	M(2)	M(2)	S(3)
CO5	S(3)	M(2)	M(2)	S(3)	M(2)
<b>W.AV</b>	<b>2.4</b>	<b>2.4</b>	<b>2.2</b>	<b>2.4</b>	<b>2.8</b>

S–Strong (3), M-Medium (2), L-Low (1)

<b>II –Semester</b>					
<b>General</b>	<b>Course Code</b> 2BV2G1	<b>Environmental Studies</b>	<b>T</b>	<b>Credits:</b> 2	<b>Hours: 2</b>
<b>Unit –I</b>					
<b>Objective1</b>	To impart the knowledge about Environmental sciences and to demonstrate the in-depth understanding about the environment				
The Multidisciplinary Nature of Environmental Studies Definition, Scope and importance, Need for public awareness					
<b>Outcome 1</b>	<b>Appreciate the intellectual and practical complexities of environmental problems and solutions</b>				<b>K1</b>
<b>Unit – II</b>					
<b>Objective2</b>	To understand the concept for students learn about Environmental problems				
<p><b>Natural Resources: Renewable and non-renewable resources</b></p> <ul style="list-style-type: none"> <li>➤ Forest Resources: Use and over-exploitation, deforestation, case studies, Timber extraction, mining, dams and their effect on forests and tribal people.</li> <li>➤ Water Resources: Use and over-Utilization of surface and ground water, floods, drought, conflicts over water, dams- benefits and problems.</li> <li>➤ Mineral resources: Use and exploitation, experimental effects of extracting and using mineral resources, case studies.</li> <li>➤ Food resources: world food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.</li> <li>➤ Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy resources, Case studies.</li> <li>➤ Land resources: Land as a resource, land degradation, main induced landslides, soil-erosion and desertification. Role of individual in conservation of natural resources Equitable use of resources for sustainable lifestyle.</li> </ul>					
<b>Outcome 2</b>	<b>Master in key concepts and methods of environmental analysis drawn from, and integrating, abroad range of disciplines</b>				<b>K2</b>
<b>Unit – III</b>					
<b>Objective3</b>	To create awareness about various pollutions and its impact on Environment				
<p>Ecosystems, Bio-diversity and its conservation Ecosystems a. Concept of an Ecosystem. b. Structure and function of an Ecosystem. c. Energy Flow in the Ecosystem. d. Food Chains, Food Webs and Ecological Pyramids. Biodiversity and its conservation Introduction- Definition: Genetic, Species and Ecosystem Diversity. a. Bio-Geographical Classification of India. b. Value of Biodiversity: Consumptive Use, Productive Use, Social Ethical, Aesthetic and Option Values. c. Biodiversity at Global, National and Local Levels. d. India as a Mega-Diversity Nation. e. Hot Spots of Biodiversity.</p> <p>f. Threats to Biodiversity: Habitat Loss, Poaching of Wildlife, Man- Wildlife Conflicts.</p> <p>g. Endangered and Endemic Species of India. Conservation of Biodiversity in-Situ and Ex-Situ Conservation of Biodiversity.</p>					
<b>Outcome 3</b>	<b>Fuse this background knowledge and analytical ability with leadership.</b>				<b>K2&amp;K3</b>

<b>Unit- IV</b>					
<b>Objective4</b>	To develop their knowledge about energy resources				
Environmental Pollution - Causes, Effects and Control measures of a. Air Pollution b. Water pollution c. Soil pollution d. Marine pollution e. Noise pollution f. Thermal pollution g. Nuclear hazards					
<b>Outcome 4</b>	<b>Students enable to know communication skills to successfully devise and implement creative</b>				<b>K5</b>
<b>Unit- V</b>					
<b>Objective5</b>	To know about rural and urban field trip				
Field Work a. Visit to a local area to document environmental assets–river/ forest/ grassland/ hill/mountain. b. Visit to a local polluted site- Urban/Rural/Industrial/Agricultural. c. Study of common Plants, insects, birds. d. Study of simple ecosystem-pond, River, Hill slopes, etc.					
<b>Outcome 5</b>	<b>Students enable to know about the environmental problems.</b>				<b>K4</b>
<b>Suggested Readings:</b>					
Agarwal, K.C. (2001). Environmental Biology. Bikaner: Nidi Publ. Ltd. AUPD, (2006). Environmental studies. Karaikudi: Alagappa University Publ. Division. Bharucha Erach, (2002). The Biodiversity of India. Ahmedabad: Mapin Publishing Pvt. Ltd. Burnner, R.C. (1989). Hazardous Waste Inclination. New York: McGraw Hill Inc. Cunningham, Cooper, W.P., T.H. Gorhani. E, & Hepworth, M.T. (2001). Environmental Encyclopedia, Mumbai: Jaico Publ. House. De, A.K. (2007). Environmental Chemistry. New Delhi: Wiley Eastern India Ltd. Gleick, H.P. (1993). Water in Crisis, Pacific Institute for Studies in Environment & Security. Stockholm env. Institute. UK, Oxford: Oxford Univ. Press. Hawkins, R.E. (1987). Encyclopedia of Indian Natural History. Bombay: Bombay Natural History Society. Trivedi, R.K. & Goel, P.K. (2013). Introduction to Air Pollution. Mumbai: Techno-Science Publications					
<b>Online Resources</b>					
<a href="https://www.tutorialspoint.com/environmental_studies/environmental_studies_environment.htm">https://www.tutorialspoint.com/environmental_studies/environmental_studies_environment.htm</a> <a href="https://positivpsychology.com/goal-setting">https://positivpsychology.com/goal-setting</a> <a href="https://legalvidhiva.com/scope-and-importance-of-environmental-studies/">https://legalvidhiva.com/scope-and-importance-of-environmental-studies/</a> <a href="https://www.princeton.edu/academics/area-of-study/environmental-studies">https://www.princeton.edu/academics/area-of-study/environmental-studies</a>					
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>



### Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	M(2)	M(2)	S(3)	M(2)	L(1)	L(1)	M(2)	L(1)	L(1)
CO2	M(2)	M(2)	S(3)	M(2)	M(2)	L(1)	M(2)	L(1)	L(1)	L(1)
CO3	S(3)	S(3)	M(2)	M(2)	L(1)	M(2)	S(3)	S(3)	M(2)	M(2)
CO4	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)
CO5	S(3)	S(3)	M(2)	M(2)	S(3)	M(2)	S(3)	S(3)	S(3)	M(2)
<b>W.AV</b>	<b>2.6</b>	<b>2.4</b>	<b>2.4</b>	<b>2.4</b>	<b>2.2</b>	<b>1.8</b>	<b>2.4</b>	<b>2.4</b>	<b>2</b>	<b>1.9</b>

S–Strong (3), M-Medium (2), L-Low (1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M(2)	L(1)	L(1)	M(2)	L(1)
CO2	L(1)	M(2)	L(1)	L(1)	M(2)
CO3	L(1)	L(1)	M(2)	M(2)	L(1)
CO4	M(2)	M(2)	L(1)	L(1)	M(2)
CO5	L(1)	M(2)	M(2)	L(1)	M(2)
<b>W.AV</b>	<b>1.4</b>	<b>1.6</b>	<b>1.4</b>	<b>1.4</b>	<b>1.6</b>

S–Strong (3), M-Medium (2), L-Low (1)

<b>II- Semester</b>					
<b>General</b>	<b>Course Code</b> <b>2BF2G2</b>	<b>Fashion Illustration Lab- II</b>	<b>p</b>	<b>Credits:</b> <b>3</b>	<b>Hours:</b> <b>3</b>
<b>Unit –I</b>					
<b>Objective1</b>	<b>To learn about the facial features and various hair styles.</b>				
	<ul style="list-style-type: none"> <li>➤ Sketching facial features with different views Eyes, ears, nose, lips</li> <li>➤ Different postures of hands and legs</li> <li>➤ Various hairstyles for all age groups</li> </ul>				
<b>Outcome 1</b>	<b>Students get in-depth knowledge of facial features and numerous hair styles.</b>			<b>K1,K6</b>	
<b>Unit – II</b>					
<b>Objective2</b>	<b>To impart knowledge about color shading and sketching garments and accessories.</b>				
	<ul style="list-style-type: none"> <li>➤ Color shading</li> <li>➤ Garments sketches</li> <li>➤ Fashion accessories</li> </ul>				
<b>Outcome 2</b>	<b>Color shading and sketching clothing, accessories can be understood by students.</b>			<b>K2,K6</b>	
<b>Unit – III</b>					
<b>Objective3</b>					
	<ul style="list-style-type: none"> <li>➤ Adoption of elements of design on garments.</li> </ul>				
<b>Outcome 3</b>	<b>Students can able to apply elements of design on garment to enhance garment's design.</b>			<b>K3</b>	
<b>Unit – IV</b>					
<b>Objective 4</b>	<b>To instruct about implementation of principles of design to the students.</b>				
	<ul style="list-style-type: none"> <li>➤ Implementation of principles of design.</li> </ul>				
<b>Outcome 4</b>	<b>Students can able to analyze and implement the principles of design on garment designing..</b>			<b>K4</b>	
<b>Unit – V</b>					
<b>Objective5</b>	<b>To demonstrate about developing garments for various age groups.</b>				
	<ul style="list-style-type: none"> <li>➤ Design and developing garments for various age groups using croquis</li> </ul>				
<b>Outcome 5</b>	<b>Learners can design and develop various garments for various age groups.</b>			<b>K6</b>	
<b>Online Resources</b>					
<a href="https://www.scribd.com/book/271499665/20th-Century-Fashion-Illustration-The-Feminine-Ideal">https://www.scribd.com/book/271499665/20th-Century-Fashion-Illustration-The-Feminine-Ideal</a> <a href="https://bookauthority.org/books/best-fashion-designers-ebooks">https://bookauthority.org/books/best-fashion-designers-ebooks</a> <a href="https://www.amazon.in/Fashion-Design-Workshop-illustration-coming-ebook/dp/B08672C4R7">https://www.amazon.in/Fashion-Design-Workshop-illustration-coming-ebook/dp/B08672C4R7</a> <a href="https://www.youtube.com/watch?v=fbBPao_EU-I">https://www.youtube.com/watch?v=fbBPao_EU-I</a>					
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>

### Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)	M(2)	S(3)
CO2	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)	S(3)
CO3	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)
CO4	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)
CO5	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)
<b>W.AV</b>	<b>2.2</b>	<b>2.2</b>	<b>2.2</b>	<b>2.2</b>	<b>2.4</b>	<b>2.2</b>	<b>2.2</b>	<b>2</b>	<b>2</b>	<b>2.4</b>

S–Strong (3), M-Medium (2), L-Low (1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	M(2)	M(2)	S(3)
CO2	M(2)	S(3)	M(2)	M(2)	S(3)
CO3	M(2)	M(2)	S(3)	M(2)	M(2)
CO4	M(2)	M(2)	M(2)	S(3)	M(2)
CO5	M(2)	M(2)	M(2)	M(2)	S(3)
<b>W.AV</b>	<b>2.2</b>	<b>2.2</b>	<b>2.2</b>	<b>2.2</b>	<b>2.6</b>

S–Strong (3), M-Medium (2), L-Low (1)

Semester – II					
Core	Course Code 2BF2C1	Principles of Pattern Making	T	Credits:4	Hours:4
<b>Unit – I</b>					
<b>Objective1</b>	<b>To get insight knowledge about basic concepts of pattern making.</b>				
Introduction – Basic Concept of basic pattern– Different types of block pattern. Methods of patternmaking with special reference to pattern drafting - Pattern making tools – Body Measurement – importance. Standard body measurements for men’s, women’s and kids of different countries.					
<b>Outcome 1</b>	<b>Students received a list of basic fundamentals of pattern making. Which will enable them to create proper pattern.</b>				<b>K1</b>
<b>Unit – II</b>					
<b>Objective 2</b>	<b>Teach the students about pattern making techniques and creating pattern to achieve exact fit.</b>				
Pattern making – terminology - tools –Drafting, Flat pattern and draping - merits and demerits. Types of paper patterns (Patterns for personal measurements and commercial patterns) Principles of pattern drafting and pattern details, Draping –definition, principle, equipments needed, dress form and its importance.					
<b>Outcome 2</b>	<b>Students have a solid understanding of how pattern are made.</b>				<b>K2</b>
<b>Unit – III</b>					
<b>Objective3</b>	<b>To apply the dart manipulation and pattern layout techniques for minimizing fabric consumption.</b>				
Methods of dart Manipulation Pivot method Slash & spread method, measurement method. Creating styles through dart manipulation and relocation of dart. Pattern layout- definition, purpose, Rules and methods of pattern layout - length wise striped designs, fabric with bold design, asymmetric designs, one way designs. Stay stitching, ease stitching.					
<b>Outcome 3</b>	<b>Students will be able to implement new style pattern by using dart manipulation method.</b>				<b>K3</b>
<b>Unit – IV</b>					
<b>Objective 4</b>	<b>To examine understanding regarding garment pattern blocks and how they relate to the human body.</b>				
Fitting: Definition – Principles for a good fit– Checking the fit of a garment – Solving fitting problems in various garments. Fitting techniques. Pattern alteration –importance of altering patterns, general principles for pattern alteration, common pattern alteration in a blouse.					
<b>Outcome 4</b>	<b>Students are able to analyses and solving the fitting problem in garments.</b>				<b>K4</b>
<b>Unit – V</b>					
<b>Objective5</b>	<b>To demonstrate about pattern grading techniques, advantages and disadvantages.</b>				
Pattern Grading: Definition, Grading terminology, selecting a grading system, grading techniques, their advantages and disadvantages, Computerized grading. Grading procedures. Grading of basic block using draft grading systems.					
<b>Outcome 5</b>	<b>Students can able to select pattern sizes by employing pattern grading methods for make garment in perfect fit with comfort.</b>				<b>K5</b>

**Suggested Readings:**

- Armstrong, H. J. (2013). *Patternmaking for Fashion Design: Pearson New International Edition PDF eBook*. Pearson Higher Ed. Bloomsbury Publishing USA.
- Helen Joseph Armstrong, (2013). *Patternmaking for Fashion Design*. New Delhi: Pearson EducationIndia.
- MacDonald, N. M. (2009). *Principles of flat pattern design 4th edition*. Bloomsbury Publishing USA.
- Mullet, K. K. (2015). *Concepts of pattern grading: Techniques for manual and computer grading*.
- Muthu, S. S., & Gardetti, M. Á. (Eds.). (2020). *Sustainability in the Textile and Apparel Industries: Production Process Sustainability*. Springer Nature.
- Nayak, R., & Padhye, R. (Eds.). (2015). *Garment manufacturing technology*. Elsevier.
- O'connor, K. (2017). *How to grade for learning: Linking grades to standards*. Corwin Press.
- Saloom, F. S. A. (2019). Effect of some sports fabrics properties on the style of draping. *International Design Journal*, 9(1), 53-58.

**Online Resources:**

- <https://www.scribd.com/book/414058696/How-Patterns-Work-The-Fundamental-Principles-of-Pattern-Making-and-Sewing-in-Fashion-Design>
- <https://www.fashionbooksonline.com/product/pattern-making-for-perfect-fit-style-menswear-childrenswear-ebook/>
- <https://www.booktopia.com.au/how-patterns-work-assembl/ebook/9780463125182.html>
- <https://www.youtube.com/watch?v=J8BoIKVs5lY>

<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>
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**Course Outcome VS Programme Outcomes**

<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
CO1	S(3)	S(3)	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)	M(2)	L(1)
CO2	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)
CO3	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)
CO4	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)
CO5	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)
<b>W.AV</b>	<b>2.2</b>	<b>2.2</b>	<b>2.2</b>	<b>2.2</b>	<b>2.4</b>	<b>2.2</b>	<b>2.2</b>	<b>2.2</b>	<b>2.2</b>	<b>2</b>

**S–Strong (3), M-Medium (2), L-Low (1)**

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	M(2)	M(2)	L(1)
CO2	M(2)	S(3)	M(2)	M(2)	M(2)
CO3	M(2)	M(2)	S(3)	M(2)	M(2)
CO4	M(2)	M(2)	M(2)	S(3)	M(2)
CO5	M(2)	M(2)	M(2)	S(3)	S(3)
<b>W.AV</b>	<b>2.2</b>	<b>2.2</b>	<b>2.2</b>	<b>2.4</b>	<b>2</b>

**S-Strong (3), M-Medium (2), L-Low (1)**





<b>II-Semester</b>					
<b>Core</b>	<b>Course Code</b> <b>2BF2C2</b>	<b>Introduction to Fashion Technology</b>	<b>T</b>	<b>Credits:</b> <b>5</b>	<b>Hours:</b> <b>5</b>
<b>Unit – I</b>					
<b>Objective1</b>	<b>To memories about fashion, fashion designers as well as design.</b>				
<b>Design &amp; Elements of Design</b> Fashion – Definition, terminology, fashion cycle, Fashion theory, Fashion forecasting, National and International fashion designers. Design – Definition, Types- Structural and Decorative Design, Requirements of a Good Structural and Decorative Design. Application of Structural and Decorative Design in the Dress.					
<b>Outcome 1</b>	<b>Students have knowledge on fashion design and influential fashion designers in industry.</b>				<b>K1</b>
<b>Unit – II</b>					
<b>Objective2</b>	<b>To explain the elements and principles of design.</b>				
<b>Principles of Design</b> Elements of Design -Line, Shape or Form, Color, Size and Texture. Principles of Design – Balance, Rhythm, Harmony, Emphasis and Proportion. Application of design principles in dress designing.					
<b>Outcome 2</b>	<b>The principles and elements of design can be combined, by students’ understanding.</b>				<b>K2</b>
<b>Unit – III</b>					
<b>Objective3</b>	<b>To explain about color theory and moods of color to the students.</b>				
<b>Colours</b> Colours – Importance. Terms - Value, Hue, Intensity. Colour Theory – Primary, Secondary and Tertiary, Complimentary - Split Complimentary, Double Complimentary, Monochromatic, Analogus and Traid Colours. Cool colours and Warm colours. CMYK colours. Moods of colour.					
<b>Outcome 3</b>	<b>Students will be able to apply color theory on garment designing to achieve perfect color combination.</b>				<b>K3</b>
<b>Unit – IV</b>					
<b>Objective 4</b>	<b>To instruct different types of fashion accessories as well as designing dress for different occasions.</b>				
<b>Fashion Accessories</b> Fashion Accessories- Shoes, Hand Bags, Hats and Tie -Different Types/Shapes. Application of Trimmings and Decorations on Accessories by Lace, Ric Rac, Appliqué, Embroidery etc Wardrobe planning for different age group, factors influencing wardrobe selection. Fashion and season, and designing dresses for different occasions.					
<b>Outcome 4</b>	<b>The students able to analyze types of trims and decorated accessories used in garment industry.</b>				<b>K4</b>

Unit – V					
<b>Objective5</b>	<b>To clarify the figure irregularity and figure types for accurate and attractive designing.</b>				
<b>Figure Irregularities</b> Designing dress for unusual figures becoming and unbecoming, for the following Figure Types - Stout Figure, Thin Figure, Slender Figure, Narrow Shoulders, Broad Shoulders, Round Shoulders, Large Bust, Flat Chest , Large Hip, Large Abdomen, Round Face, Large Face, Small Face, Prominent Chin and Jaw, Prominent forehead.					
<b>Outcome 5</b>	<b>Learners have the skills for appraise the figure irregularity.</b>				<b>K5</b>
<b>Suggested Readings:</b> MacDonald, N. M. (2009). <i>Principles of flat pattern design 4th edition.</i> Bloomsbury Publishing USA. Calderin, J., & Volpintesta, L. (2013). <i>The Fashion Design Reference &amp; Specification Book: Everything. Fashion Designers Need to Know Every Day.</i> Rockport Pub. Celhay, F., Magnier, L., & Schoormans, J. (2020). Hip and authentic. Defining neo-retro style in package design. <i>International Journal of Design, 14</i> (1), 35-49. Samara, T. (2020). <i>Design Elements: Understanding the rules and knowing when to break them-A Visual Communication Manual.</i> Rockport publishers. Brown, B. (2001). <i>Fashion Accessories:: The Complete 20th Century Sourcebook. Reference Reviews.</i>					
<b>Online Resources</b> <a href="https://cbseportal.com/ebook/vocational-books-fashion-design-and-garment-technology">https://cbseportal.com/ebook/vocational-books-fashion-design-and-garment-technology</a> <a href="https://www.indiamart.com/proddetail/introduction-to-fashion-technology-books-2216827462.html">https://www.indiamart.com/proddetail/introduction-to-fashion-technology-books-2216827462.html</a> <a href="https://books.google.com/books/about/Fashion_ology.html?id=LUWTJWXZ2QQC">https://books.google.com/books/about/Fashion_ology.html?id=LUWTJWXZ2QQC</a> <a href="https://www.youtube.com/watch?v=OYLrJ_qYIok">https://www.youtube.com/watch?v=OYLrJ_qYIok</a>					
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>

### Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)	M(2)	L(1)
CO2	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)
CO3	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)
CO4	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)
CO5	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)
<b>W.AV</b>	<b>2.2</b>	<b>2.2</b>	<b>2.2</b>	<b>2.2</b>	<b>2.4</b>	<b>2.2</b>	<b>2.2</b>	<b>2.2</b>	<b>2.2</b>	<b>2</b>

S–Strong (3), M–Medium (2), L–Low (1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	M(2)	M(2)	L(1)
CO2	M(2)	S(3)	M(2)	M(2)	M(2)
CO3	M(2)	M(2)	S(3)	M(2)	M(2)
CO4	M(2)	M(2)	M(2)	S(3)	M(2)
CO5	M(2)	M(2)	M(2)	S(3)	M(3)
<b>W.AV</b>	<b>2.2</b>	<b>2.2</b>	<b>2.2</b>	<b>2.4</b>	<b>2</b>

**S–Strong (3), M-Medium (2), L-Low (1)**



Semester-II					
Core	Course Code 2BF2P1	Principles of Pattern Making – Lab	p	Credits: 5	Hours: 5
<b>Unit – I</b>					
<b>Objective1</b>	<b>To study the pattern making tools and prepare basic patterns.</b>				
<ul style="list-style-type: none"> <li>➤ Introduction to pattern making. Pattern making tools, Preparation of child bodice block and basic blocks front, back and sleeve.</li> <li>➤ Dart manipulation – Pivot and slash &amp; spread method.</li> </ul>					
<b>Outcome 1</b>	<b>Students will able to gain knowledge on pattern making tools and develop the basic bodice pattern front, back and sleeve.</b>				<b>K1,K6</b>
<b>Unit – II</b>					
<b>Objective2</b>	<b>To educate about grading techniques.</b>				
<ul style="list-style-type: none"> <li>➤ Draft and grade the Patterns for the following. <ul style="list-style-type: none"> <li>• Sleeve – Plain, Puff sleeve at top and bottom and Bell sleeve</li> <li>• Collar - Shirt collar, Peter pan and Stand collar</li> <li>• Yoke - Simple and Partial yoke</li> </ul> </li> </ul>					
<b>Outcome 2</b>	<b>Students grasp pattern grading for a variety of clothing and create patterns for different sleeves, collars and yoke.</b>				<b>K2,K6</b>
<b>Unit – III</b>					
<b>Objective3</b>	<b>To teach about construction of basic kids garment.</b>				
<ul style="list-style-type: none"> <li>➤ Draft and construct the pattern for Kids wear - Bib, A line frock, Sun suit, panty, Umbrella frock, Jhabla.</li> </ul>					
<b>Outcome 3</b>	<b>Students will be able to analyze and create different types of kids garments.</b>				<b>K4,K6</b>
<b>Unit – IV</b>					
<b>Objective4</b>	<b>To instruct about construction of various women’s garment.</b>				
<ul style="list-style-type: none"> <li>➤ Draft and construct the pattern for Women’s Garment’s – Six core saree petticoat, Salwar Kameez , Chudidhar, Skirt, Nightie, Blouse.</li> </ul>					
<b>Outcome 4</b>	<b>Students will be able to assess and design various women's garments.</b>				<b>K5,K6</b>
<b>Unit – V</b>					
<b>Objective5</b>	<b>To teach about several kinds of men's clothing.</b>				
<ul style="list-style-type: none"> <li>➤ Draft and construct the pattern for Men’s Garments - Basic T-shirt with half sleeve. Polo T- shirt</li> <li>➤ with half sleeve, SB waist coat, Men’s Kurta with stand collar. Bermuda with side pockets.</li> </ul>					
<b>Outcome 5</b>	<b>Learners can design a variety of men's clothing styles.</b>				<b>K6</b>
<b>Online Resources</b>					
<a href="https://catalog.csun.edu/academics/fcs/courses/fcs-3711/">https://catalog.csun.edu/academics/fcs/courses/fcs-3711/</a> <a href="https://hindustanuniv.ac.in/assets/pdf/ug/FDA_Syllab%20_Curriculum.pdf">https://hindustanuniv.ac.in/assets/pdf/ug/FDA_Syllab%20_Curriculum.pdf</a> <a href="https://onlinebooks.library.upenn.edu/webbin/book/browse?type=lcsbuc&amp;key=Dressmaking%20%2D%2D%20P+attern%20design&amp;c=x">https://onlinebooks.library.upenn.edu/webbin/book/browse?type=lcsbuc&amp;key=Dressmaking%20%2D%2D%20P+attern%20design&amp;c=x</a> <a href="https://www.youtube.com/watch?v=J8BoIKVs51Y">https://www.youtube.com/watch?v=J8BoIKVs51Y</a>					
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>

### Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)	M(2)	S(3)
CO2	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)	S(3)
CO3	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	S(3)	M(2)	M(2)	S(3)
CO4	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)
CO5	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	S(3)
<b>W.AV</b>	<b>2.2</b>	<b>2.2</b>	<b>2.2</b>	<b>2.2</b>	<b>2.2</b>	<b>2</b>	<b>2.2</b>	<b>2.2</b>	<b>2.2</b>	<b>3</b>

S–Strong (3), M-Medium (2), L-Low (1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	M(2)	M(2)	S(3)
CO2	M(2)	S(3)	M(2)	M(2)	S(3)
CO3	M(2)	M(2)	M(2)	S(3)	S(3)
CO4	M(2)	M(2)	M(2)	S(3)	S(3)
CO5	M(2)	M(2)	M(2)	M(2)	S(3)
<b>W.AV</b>	<b>2.2</b>	<b>2.2</b>	<b>2</b>	<b>2.4</b>	<b>3</b>

S–Strong (3), M-Medium (2), L-Low (1)

<b>Semester – II</b>					
<b>Core</b>	<b>Course Code</b>	<b>NSQF Level - 5 - Fashion Designer (AMH/Q1201)</b>	<b>p</b>	<b>Credits:</b>	<b>Hours:</b>
	<b>2BF2J1</b>			<b>4</b>	<b>4</b>
<b>Unit – I</b>					
<b>Objective1</b>	<b>The roles and responsibilities of a fashion designer is define clear to the student.</b>				
Fashion designing, Fashion designer - Definition, Roles and Responsibilities, Importance, Impact of fashion designer in today's world - World fashion industry, Types of fashion designers, Skills required to be a good fashion designer.					
<b>Outcome 1</b>	<b>Students are aware of the duties and responsibilities of a fashion designer.</b>				<b>K1</b>
<b>Unit – II</b>					
<b>Objective2</b>	<b>To demonstrate about fashion forecasting.</b>				
Forecasting, market analysis, Idea generation, Developing illustration or 3D CAD designs, Sourcing of suitable raw materials, Cost sheet preparation, Addressing machinery and manpower needs, Prototype development, Quality analysis of developed prototype, Feasibility study, Developing specification sheet & Technical package.					
<b>Outcome 2</b>	<b>The students able to recognize about the fashion forecasting to analyze the future trends.</b>				<b>K2,K4</b>
<b>Unit – III</b>					
<b>Objective3</b>	<b>To develop the fashion portfolio with theme.</b>				
Developing portfolio - Customer profile, Forecasting board, Theme board, Mood board, Story board, Colour board, Flat sketch, Final illustration, Fabric consumption, Swatch board, Trims, Accessory, Final garment.					
<b>Outcome 3</b>	<b>Students use their fashion portfolios to apply for jobs and enhance their creative abilities.</b>				<b>K6</b>
<b>Unit – IV</b>					
<b>Objective4</b>	<b>To analyze about fashion styling to identifying their look.</b>				
Fashion styling - Introduction, skills, History, Basics of fashion styling, Image management, Understanding personal style, Identifying your look, Shopping and Maintaining your wardrobe.					
<b>Outcome 4</b>	<b>The students are able to analyze fashion styling. They understand their individual style.</b>				<b>K4,K2</b>
<b>Unit – V</b>					
<b>Objective5</b>	<b>Students can critique the risk to their occupational health and safety as well as the waste disposal system.</b>				
Occupational health and safety risks and methods. Personal protective equipment and method of use. Identification, handling and storage of hazardous substances. Proper disposal system for waste and by- product. Signage related to health and safety and their meaning. Importance of sound health, hygiene and good habits. Result in ill-effects of alcohol, tobacco and drugs.					
<b>Outcome 5</b>	<b>The risk to their workplace health and safety are known to the students.</b>				<b>K5</b>



**Suggested Readings:**

- Fleischmann, K. (2022). Design education in transition: *A multidisciplinary design classroom with non-allied disciplines*. The Design Journal, 25(1), 25-43.
- Satrio, A. A., Hasdianto, T. H., & AVK, A. A. (2020). *Peran Tradisi Dalam Trend Forecasting*. Serat Rupa Journal of Design, 4(1), 40-50.
- Gehlhar, M. (2021). *The fashion designer survival guide: start and run your own fashion business*. Simon and Schuster.
- Rouso, C., & Ostroff, N. K. (2018). *Fashion forward: A guide to fashion forecasting*. Bloomsbury Publishing USA.
- Pasqualicchio, C. (2021). *Driving Sustainable Change in the Fashion Industry*. Digital Commons.

**Online Resources**

- <https://www.kobo.com/in/en/ebook/how-to-be-a-fashion-designer-1>
- <https://nqr.gov.in/sites/default/files/MC%20Fashion%20designer.pdf>
- <https://www.lise-lab.com/>
- [https://www.youtube.com/watch?v=M-2H\\_6pxVv4](https://www.youtube.com/watch?v=M-2H_6pxVv4)

<b>K1- Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>
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**Course Outcome VS Programme Outcomes**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)
CO2	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)
CO3	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	S(3)
CO4	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)
CO5	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)
<b>W.AV</b>	<b>2.2</b>	<b>2.2</b>	<b>2.4</b>	<b>2.4</b>	<b>2.2</b>	<b>2</b>	<b>2.4</b>	<b>2.2</b>	<b>2.2</b>	<b>2.2</b>

S–Strong (3), M-Medium (2), L-Low (1)

**Course Outcome VS Programme Specific Outcomes**

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	M(2)	M(2)	M(2)
CO2	M(2)	S(3)	M(2)	S(3)	M(2)
CO3	M(2)	M(2)	M(2)	M(2)	S(3)
CO4	M(2)	S(3)	M(2)	S(3)	M(2)
CO5	M(2)	M(2)	M(2)	M(2)	S(3)
<b>W.AV</b>	<b>2.2</b>	<b>2.4</b>	<b>2</b>	<b>2.4</b>	<b>2.4</b>

S–Strong (3), M-Medium (2), L-Low (1)

Semester–III					
General	Course code:	Technical English	T	Credits:	Hours:
	2BV3G1			3	3
Unit I					
<b>Objective 1</b>	To learn the basics of English and the usages.				
Introduction to Vocabulary – General vocabulary- Changing words from one form to another- Adjectives, comparative adjectives-Adverbs- Active and Passive voice- Tenses – Simple Present, Present Continuous- Adverb forms- nouns.					
<b>Outcome 1</b>	<b>The students gain the basic grammar knowledge</b>				<b>K1</b>
Unit II					
<b>Objective 2</b>	To enable students write letters and reports effectively in formal and business modes				
Vocabulary-Prefixes & Suffixes- Simple Past Tenses-Spelling and punctuation-‘wh’ Question forms-Scanning, inference-listening & note taking – Spelling rules					
<b>Outcome 2</b>	<b>The students will be able to understand to speak with correct pronunciation.</b>				<b>K2</b>
Unit III					
<b>Objective 3</b>	To help the learners to develop the vocabulary.				
Tenses- Simple past-Simple future and Past perfect- Reading in context- Listening & Note taking-Single line definitions- Sequencing of sentences- instructions- Persuasive Speaking					
3. Word Power					
a. One Word Substitution					
4. Grammar in Context					
a. Sentence Patterns					
<b>Outcome 3</b>	<b>Students will heighten to apply their awareness of correct usage of English grammar in writing and speaking..</b>				<b>K3</b>
Unit IV					
<b>Objective 4</b>	To help the learners to know the basic levels of grammar.				
Modal verbs and Probability – concord- Subject Verb Agreement- Homonyms-Conronym-Heteronyms- Palindromes-pangrams.					
<b>Outcome 4</b>	<b>Students will Analyze their speaking ability in English both in terms of fluency and comprehensibility.</b>				<b>K4</b>
Unit V					
<b>Objective 5</b>	To enhance the learners to know the usages of correct English.				
If conditionals- Gerunds- Intensive reading-Speaking- Presentation of problems & Solutions- One word substitution- foreign words-Group terms.					
<b>Outcome 5</b>	<b>Students will Evaluate oral presentations and receive feedback on their performance.</b>				<b>K5</b>
<b>Suggested Readings:</b>					
Gupta S.C, English Grammar and Composition. Arihant Publications (INDIA) Limited.New Delhi. Rao Prasada , High School English Grammar and Composition 2012). S.chand &company Pvt.ltd.					
<b>Online Resources:</b>					
<a href="https://online.aiou.edu.pk/LIVE_SITE/SoftBooks/6465.pdf">https://online.aiou.edu.pk/LIVE_SITE/SoftBooks/6465.pdf</a>					
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>

### Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S (3)	S (3)	M (2)	M (2)	M (2)	S (3)	L (1)	M (2)	L (1)	L (1)
CO2	S (3)	S (3)	M (2)	L (1)	L (1)	S (3)	L (1)	M (2)	L (1)	L (1)
CO3	M (2)	M (2)	L (1)	L (1)	M (2)	S (3)	M (2)	L (1)	M (2)	L (1)
CO4	S (3)	S (3)	L (1)	M (2)	L (1)	S (3)	L (1)	M (2)	L (1)	L (1)
CO5	M (2)	L (1)	M (2)	L (1)	M (2)	S (3)	L (1)	M (2)	L (1)	L (1)
<b>W.AV</b>	<b>2.6</b>	<b>2.4</b>	<b>1.6</b>	<b>1.4</b>	<b>1.6</b>	<b>3</b>	<b>1.2</b>	<b>1.8</b>	<b>1.2</b>	<b>1</b>

**S –Strong (3), M-Medium (2), L- Low (1)**

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S (3)	S (3)	M (2)	L (1)	L (1)
CO2	M (2)	L (1)	M (2)	M (2)	M (2)
CO3	S (3)	M (2)	M (2)	L (1)	L (1)
CO4	M (2)	L (1)	M (2)	S (3)	M (2)
CO5	S (3)	L (1)	L (1)	S (3)	M (2)
<b>W.AV</b>	<b>2.6</b>	<b>1.6</b>	<b>1.8</b>	<b>2</b>	<b>1.6</b>

**S –Strong (3), M-Medium (2), L- Low (1)**

<b>Semester - III</b>					
<b>General</b>	<b>Course code:</b> <b>2BV3G2</b>	<b>Professional Etiquettes</b>	<b>P</b>	<b>Credits:</b> <b>3</b>	<b>Hours: 3</b>
<b>Unit - I</b>					
<b>Objective 1</b>	<b>To impart various etiquettes, dress code in business environment</b>				
<b>Why Business Etiquette, Greeting and Introduction:</b> who to introduce first, Guidelines for Determining Importance, A few tips, Shaking Hands, Use of Names, Business Card, Remembering Names					
<b>Outcome 1</b>	<b>Learners Undersatand the basic concepts of Etiquettes</b>				<b>K2</b>
<b>Unit-II</b>					
<b>Objective 2</b>	<b>To impart understanding about behavioral styles in business environment.</b>				
<b>The well Groomed Man:</b> Hair, Face, Hands, Personal Hygiene, formal dress code, Shirts and Trousers, Business Suits, Ties, Shoes, Belt, Socks, Handkerchief, wallet, Jewellery, Eyeglasses, Fragrance, Business Casuals. <b>The well Groomed Women:</b> Hair, Personal Hygiene, Make up, Hand and Nails, Feet, Shoes, Jewellery, Formal Dress code, Indian Dressing, Western Dressing, Accessories, Business Casuals.					
<b>Outcome 2</b>	<b>Students Examine the methods of behavioral styles and Dressing patterns.</b>				<b>K4</b>
<b>Unit III</b>					
<b>Objective 3</b>	<b>To enhances relationship &amp; impression in the workplace.</b>				
<b>Workplace Etiquette:</b> Behavior, Body Language, Everyday Courtesies, Use of office Machine Etiquette, Using Facilities, Washroom Etiquette, Holding Doors, Elevator Etiquette, Managing Conflict, Visiting Other Offices, Receiving Visitors in Your Offices, Telephone Etiquette, Cell Phone Etiquette, Meeting Etiquette					
<b>Outcome 3</b>	<b>Students could be able to analyze the different body language and managing the conflicts.</b>				<b>K4</b>
<b>Unit IV</b>					
<b>Objective 4</b>	<b>To enhance non-verbal communication</b>				
<b>Environmental issues in Managerial Effectiveness:</b> Organizational Processes – Organizational Climate – Leader – Group Influences – Job Challenge – Competition – Managerial Styles.					
<b>Outcome 4</b>	<b>Learners could be able to illustrate the organizational Process and leadership skills</b>				<b>K2</b>
<b>Unit V</b>					
<b>Objective 5</b>	<b>To create a professional, mutually respectful atmosphere.</b>				
<b>Developing the Winning Edge :</b> Organisational and Managerial Efforts – Self Development – Negotiation Skills – Development of the Competitive Spirit – Knowledge Management – Fostering Creativity and innovation .					
<b>Outcome 5</b>	<b>Students Determine the self development and negotiation skills</b>				<b>K5</b>
<b>Suggested Readings:</b>					
Barbara Pachter, & Marjorie Brody, (1994). Business Etiquette. New York: Mcgraw-Hill Education.					
Ferguson, (2009). Professional Ethics and Etiquette. New York: Infobase Publishing. Sarvesh Gulati, (2012). Corporate Grooming and Etiquette. Kolkatta: Rupa Publications Pvt. Ltd.					
Shitkal Kakkar Mehra, (2012). Business Etiquettes - A Guide for the Indian Professional. New Delhi:					

Harper Collins India Publisher. Dubrin, Leadership, Research Findings, Practices & Skills, Biztantra, 6 th edition, 2009.  
R.M.Omkar, Personality Development and Career Management, S.Chand, 1st Edition, 2008.

**Online Resources**

[https://www.universalclass.com/articles/business/the-etiquette-involved-in-greetings-and-introduction-to-know-as-an-etiquette.](https://www.universalclass.com/articles/business/the-etiquette-involved-in-greetings-and-introduction-to-know-as-an-etiquette)  
<https://www.mindtools.com/blog/7-rules-meeting-greeting/>  
<https://www.goodreads.com/quotes/22996-develop-the-winning-edge-small-differences-in-your-performance-can>  
[https://www.brainkart.com/article/Developing-the-Winning-Edge\\_7053/](https://www.brainkart.com/article/Developing-the-Winning-Edge_7053/)

**K1-Remember** | **K2-Understand** | **K3-Apply** | **K4-Analyze** | **K5-Evaluate** | **K6-Create**

**Course Outcome VS Programme Outcomes**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S (3)	S (3)	M (2)	L (1)	L (1)	M (2)	L (1)	M (2)	L (1)	L (1)
CO2	S (3)	M (2)	S (3)	S (3)	S (3)	L (1)	L (1)	M (2)	L (1)	M (2)
CO3	M (2)	S (3)	L (1)	M (1)	M (2)	S (3)	M (2)	L (1)	M (2)	L (1)
CO4	M (2)	M (2)	M (2)	S (3)	M (2)	S (3)	L (1)	M (2)	L (1)	L (1)
CO5	M (2)	L (1)	M (2)	L (1)	M (2)	S (3)	M (2)	M (2)	S (3)	M (2)
<b>W.AV</b>	<b>2.4</b>	<b>2.2</b>	<b>2.0</b>	<b>1.8</b>	<b>2.0</b>	<b>2.4</b>	<b>1.4</b>	<b>1.8</b>	<b>1.6</b>	<b>1.4</b>

**S Strong (3), M Medium (2), Low (1)**

**Course Outcome VS Programme Specific Outcomes**

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L (3)	M (3)	S (2)	M (1)	L (1)
CO2	M (2)	L (1)	M (2)	L (2)	S (2)
CO3	S (3)	M (2)	L (2)	M (1)	L (1)
CO4	M (2)	S (1)	M (2)	L (3)	M (2)
CO5	S (3)	M (1)	L (1)	S (3)	M (2)
<b>W.AV</b>	<b>2.6</b>	<b>1.6</b>	<b>1.8</b>	<b>2.0</b>	<b>1.6</b>

**S Strong (3), M Medium (2), Low (1)**

<b>Semester – III</b>					
<b>General</b>	<b>Course Code 2BF3G3</b>	<b>Apparel Accessories and Surface Ornamentation - Lab</b>	<b>P</b>	<b>Credits: 3</b>	<b>Hours: 3</b>
<b>Unit – I</b>					
<b>Objective 1</b>	<b>To impart knowledge about basic apparel accessories.</b>				
	<ul style="list-style-type: none"> <li>➤ Design and stitch Different types of bows, tie, hats.</li> <li>➤ Design and prepare sample of hand bags and pouches.</li> </ul>				
<b>Outcome 1</b>	<b>Memorize and recall the basic apparel accessories.</b>				<b>K1</b>
<b>Unit – II</b>					
<b>Objective 2</b>	<b>To produce accessories based on eco beads.</b>				
	➤ Preparation of fashion Jewellery - clay, Eco based beads and other accessories.				
<b>Outcome 2</b>	<b>Students understood about how to produce eco-friendly accessories.</b>				<b>K2</b>
<b>Unit – III</b>					
<b>Objective 3</b>	<b>To prepare different types of hand embroideries, beads and sequence work.</b>				
	<ul style="list-style-type: none"> <li>➤ Preparation of hand embroidery – 15 stitches (5 sample)</li> <li>➤ Preparation of sample by sequence and bead work.</li> </ul>				
<b>Outcome 3</b>	<b>Students are apply several styles of embroidery, beads, and sequence work to create an elegant garment.</b>				<b>K3,K6</b>
<b>Unit – IV</b>					
<b>Objective 4</b>	<b>To teach about mirror works and its additional components.</b>				
	➤ Preparation of sample – Mirror work, tassels and fringes.				
<b>Outcome 4</b>	<b>In garment fabrication, students can create many forms of mirror work and surface embellishment components.</b>				<b>K6</b>
<b>Unit – V</b>					
<b>Objective 5</b>	<b>To educate about different state’s traditional embroidery stitches.</b>				
	➤ Preparation of Traditional embroidery stitches.				
<b>Outcome 5</b>	<b>Students can evaluate and design several forms of traditional embroidery from various states.</b>				<b>K5,K6</b>
<b>Online Resources</b>					
<a href="https://bharatskills.gov.in/pdf/E_Books/SOT-1_year_book-Theory%20.pdf">https://bharatskills.gov.in/pdf/E_Books/SOT-1_year_book-Theory%20.pdf</a> <a href="https://thedesigncart.com/blogs/news/surface-ornamentation-history-and-types">https://thedesigncart.com/blogs/news/surface-ornamentation-history-and-types</a> <a href="https://dgt.gov.in/sites/default/files/Surface%20Ornamnt%20Tech%20%28Emb.%29_CTS2.0_NSQF-3.pdf">https://dgt.gov.in/sites/default/files/Surface%20Ornamnt%20Tech%20%28Emb.%29_CTS2.0_NSQF-3.pdf</a> <a href="https://www.youtube.com/watch?v=1xIhnPI2TVM">https://www.youtube.com/watch?v=1xIhnPI2TVM</a>					
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>



### Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)
CO2	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)
CO3	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	M(2)	S(3)
CO4	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	S(3)
CO5	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)
<b>W.AV</b>	<b>2.2</b>	<b>2.2</b>	<b>2.2</b>	<b>2.2</b>	<b>2.4</b>	<b>2.2</b>	<b>2</b>	<b>2.2</b>	<b>2.2</b>	<b>2.6</b>

S–Strong (3), M-Medium (2), L-Low (1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	M(2)	M(2)	M(2)
CO2	M(2)	S(3)	M(2)	M(2)	M(2)
CO3	M(2)	M(2)	S(3)	M(2)	S(3)
CO4	M(2)	M(2)	M(2)	M(2)	S(3)
CO5	M(2)	M(2)	M(2)	S(3)	S(3)
<b>W.AV</b>	<b>2.2</b>	<b>2.2</b>	<b>2.2</b>	<b>2.2</b>	<b>2.6</b>

S–Strong (3), M-Medium (2), L-Low (1)

Semester-III					
Core	Course Code 2BF3C1	Apparel Merchandising	T	Credits: 4	Hours: 4
<b>Unit –I</b>					
<b>Objective1</b>	<b>To acquire knowledge on apparel industry's different department.</b>				
An overview of apparel industry – Organization structure of an apparel industry - different departments in apparel industry and its role - Marketing and design development, merchandising, pattern making and CAD, sampling, fabric sourcing and store, trims and accessory store, fabric testing lab, production planning and control, cutting, sewing, quality control, machine maintenance, garment washing, finishing, printing and embroidery department.					
<b>Outcome 1</b>	<b>Students will be able to identify the apparel industry's different department.</b>				<b>K1</b>
<b>Unit – II</b>					
<b>Objective2</b>	<b>To impart report of the company profile and the duties of an apparel merchandiser.</b>				
Company profile and its contents - Merchandising: Definition of merchandising – Concepts of “Six Rights” - Role and responsibilities of merchandiser - Essential requisites of a good merchandiser – Types of merchandiser - Export merchandising - Classification of Exporters - Retail merchandising – Classification of buyers.					
<b>Outcome 2</b>	<b>They classify the company profile and duties of an apparel industries, it helps to improve their skill.</b>				<b>K2</b>
<b>Unit – III</b>					
<b>Objective3</b>	<b>To demonstrate about buyer sourcing and communication as well as importance of marker planning to the students.</b>				
Buyer sourcing & communication - Yarn programming – Samples: meaning, importance & types of samples – Inspection and its types - Approvals and its types – Document formats: Specification sheet, Order sheet, Packing list, Invoice - Order sheet and its contents – Invoice and its contents – Packing list and its contents - Assortment and its types. Importance of marker planning- costing for customized and bulk orders.					
<b>Outcome 3</b>	<b>Examine the sequential process involved in placing an order and memorize the contents in specification sheet and technical pack</b>				<b>K1,K4</b>
<b>Unit – IV</b>					
<b>Objective4</b>	<b>To provide information on time management in purchasing and merchandising tasks.</b>				
Time management in merchandising - route card format - accessories follow-up - practical check points - Computer applications in merchandising – MIS in apparel industry, Export houses: Rating of export houses, etc. - Buying houses and their function.					
<b>Outcome 4</b>	<b>Students are organize time management in merchandising by using rout card.</b>				<b>K4</b>

Unit – V					
<b>Objective5</b>	<b>To defend the vendor management, components of fashion supply chain and foreign trade agreements related to the garment industry.</b>				
Vendor Management - Vendor selector & development - Component of Fashion supply chain - IT enabled supply chain - India's leading export houses – Fashion trends in apparel industry - Foreign trade agreements related to the garment industry.					
<b>Outcome 5</b>	<b>Prepare and execute a proper supply chain and estimate the importance of vendor management.</b>				<b>K5,K6</b>
<b>Suggested Readings:</b>					
Choi, T. M. J. (Ed.). (2016). <i>Information systems for the fashion and apparel industry</i> . Woodhead Publishing.					
Clark, J. (2020). <i>Fashion merchandising: principles and practice</i> . Bloomsbury Publishing. Uddin, F. (Ed.). (2019). <i>Textile Manufacturing Processes</i> . BoD–Books on Demand.					
Bailey, S., & Baker, J. (2021). <i>Visual merchandising for fashion</i> . Bloomsbury Publishing. Jana, P., & Tiwari, M. (Eds.). (2021). <i>Lean Tools in Apparel Manufacturing</i> . Woodhead Publishing. Nayak, R. (Ed.). (2020). <i>Supply Chain Management and Logistics in the Global Fashion Sector: The Sustainability Challenge</i> . Routledge.					
Muthu, S. S. (Ed.). (2018). <i>Water in Textiles and Fashion: Consumption, Footprint, and Life Cycle Assessment</i> . Woodhead Publishing.					
<b>Online Resources</b>					
<a href="https://www.taylorfrancis.com/books/mono/10.1201/9780429505737/apparel-merchandising-rathinamoorthy-surjit">https://www.taylorfrancis.com/books/mono/10.1201/9780429505737/apparel-merchandising-rathinamoorthy-surjit</a>					
<a href="https://www.scribd.com/document/414065985/Apparel-Merchandising-2017-pdf">https://www.scribd.com/document/414065985/Apparel-Merchandising-2017-pdf</a>					
<a href="https://libraries.etsu.edu/research/guides/fashion/books">https://libraries.etsu.edu/research/guides/fashion/books</a>					
<a href="https://www.youtube.com/watch?v=roHe5U5ir4A">https://www.youtube.com/watch?v=roHe5U5ir4A</a>					
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>

### Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)
CO2	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)
CO3	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)
CO4	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)
CO5	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)
<b>W.AV</b>	<b>2.4</b>	<b>2.4</b>	<b>2.2</b>	<b>2.2</b>	<b>2.2</b>	<b>2.4</b>	<b>2.4</b>	<b>2.2</b>	<b>2.2</b>	<b>2.2</b>

S–Strong (3), M–Medium (2), L–Low (1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	M(2)	M(2)	M(2)
CO2	M(2)	S(3)	M(2)	M(2)	M(2)
CO3	S(3)	M(2)	M(2)	M(2)	M(2)
CO4	M(2)	M(2)	M(2)	S(3)	M(2)
CO5	M(2)	M(2)	M(2)	M(2)	S(3)
<b>W.AV</b>	<b>2,4</b>	<b>2.2</b>	<b>2</b>	<b>2.2</b>	<b>2.2</b>

S-Strong (3), M-Medium (2), L-Low (1)



<b>Semester – III</b>					
Core	Course Code 2BF3C2	Fashion Retailing and Visual Merchandising	T	Credits: 4	Hours: 4
<b>Unit – I</b>					
<b>Objective1</b>	<b>Impart knowledge about fashion retailing to students, it aids in their skill improvement.</b>				
<b>Retail &amp; Retailing</b> – Meaning & definition – Scope of apparel retailing – Retailing terminologies – Types of retailers and retail formats – Global retailing scenario – Retailing scenario in India – Functions of retailers.					
<b>Outcome 1</b>	<b>Students knowledge expanded as they studied the retail fashion industry.</b>			<b>K1</b>	
<b>Unit – II</b>					
<b>Objective2</b>	<b>Students should be understood retail strategies.</b>				
<b>Retail strategies.</b> Product differentiation, Customer intimacy – Growth strategies – Market expansion strategies. Retail Store planning – Location planning – Store design – Store layout – Floor space management. Managing retail personnel – Manpower planning – Types of employees in retail – Remuneration structure.					
<b>Outcome 2</b>	<b>Students interpret retail strategy so that they can build a successful firm in future.</b>			<b>K2</b>	
<b>Unit – III</b>					
<b>Objective3</b>	<b>To educate the students on branding and retail brands.</b>				
<b>Retail Brands and Branding</b> – Functions of brands – Types of brands – Branding strategies – Store brands or private labels – Store brands Vs National brands – Famous apparel retail brands. Role of atmosphere in garment retailing. Visual merchandisers in garment retailing.					
<b>Outcome 3</b>	<b>The students have the ability to develop and promote the brand.</b>			<b>K6</b>	
<b>Unit – IV</b>					
<b>Objective4</b>	<b>Learners are analyze idea about the effect of visual merchandising on customer buying behavior.</b>				
Introduction to Visual merchandising – definition, importance. Stores - Store exterior and interior: Store exterior – marquee, facade, exterior display, surrounding stores and displays; Store interior – store atmospheric, aesthetic, execution of store lay out - selection of display locations, lifts, staircase, elevators, utilization of store space.					
<b>Outcome 4</b>	<b>The capacity to analyze how visual merchandising affects customer purchasing behavior is possessed by learners. This will support them in attract customer.</b>			<b>K4</b>	
<b>Unit – V</b>					
<b>Objective5</b>	<b>To value basic ideas about layout planning and to use the space effectively.</b>				
Planning of assortment, theme, ensemble, racks, shelves, bins, etc. and balance of display in a show room. Wall as retail selling tool – types of materials used merchandise display and effective wall planning. Lightings - Lights types, selection, advantages and disadvantages, music. Theme, interior and exterior displays used in garment retail outlet, boutique and haute couture, accessories show rooms, mannequins, fabric and paper displays.					
<b>Outcome 5</b>	<b>The students have the ability to effectively plan and execute the visual merchandising activities to improve sales.</b>			<b>K5</b>	

**Suggested Readings:**

- Bailey, S., & Baker, J. (2021). *Visual merchandising for fashion*. Bloomsbury Publishing.
- Koumbis, D. (2014). *Fashion Retailing: From Managing to Merchandising*. Bloomsbury Publishing.
- Koumbis, D. (2021). *An Introduction to Fashion Retailing: From Managing to Merchandising*. Bloomsbury Visual Arts.
- Ozuem, W., Patten, E., & Azemi, Y. (Eds.). (2019). *Harnessing omni-channel marketing strategies for fashion and luxury brands*. Universal-Publishers.
- Bailey, S., & Baker, J. (2021). *Visual merchandising for fashion*. Bloomsbury Publishing.
- Jin, B., & Cedrola, E. (Eds.). (2017). *Fashion branding and communication: core strategies of European Luxury brands*. Springer.
- Ebster, C. (2011). *Store design and visual merchandising: Creating store space that encourages buying*. Business Expert Press.

**Online Resources**

- <https://www.amazon.in/Introduction-Fashion-Retailing-Merchandising-Management-ebook/dp/B08VN6FNTV> <https://www.bloomsbury.com/in/academic/fashion/fashion-merchandising-and-retailing/>
- [https://gcwgandhinagar.com/econtent/document/15874621032tassco402-%20visual%20merchandising%20\(importance,components,%20rules,%20elements\)%20.pdf](https://gcwgandhinagar.com/econtent/document/15874621032tassco402-%20visual%20merchandising%20(importance,components,%20rules,%20elements)%20.pdf)
- [https://www.youtube.com/watch?v=x\\_gelc-gps8](https://www.youtube.com/watch?v=x_gelc-gps8)

<b>K1-Remember</b>	<b>K2-Understa</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>
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**Course Outcome VS Programme Outcomes**

<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
CO1	S(3)	S(3)	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)	M(2)	L(1)
CO2	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)
CO3	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(3)	M(2)	S(3)
CO4	M(2)	M(2)	M(2)	M(2)	M(3)	M(2)	S(3)	M(2)	M(2)	M(2)
CO5	M(3)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)
<b>W.AV</b>	<b>2.4</b>	<b>2.2</b>	<b>2.2</b>	<b>2.2</b>	<b>2.4</b>	<b>2</b>	<b>2.2</b>	<b>2.4</b>	<b>2.2</b>	<b>2</b>

**S–Strong (3), M-Medium (2), L-Low (1)**



### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	M(2)	M(2)	L(1)
CO2	M(2)	S(3)	M(2)	M(2)	M(2)
CO3	M(2)	M(2)	M(2)	M(2)	S(3)
CO4	M(2)	M(2)	M(2)	S(3)	M(2)
CO5	M(2)	M(2)	M(2)	S(3)	M(2)
<b>W.AV</b>	<b>2.2</b>	<b>2.2</b>	<b>2</b>	<b>2.4</b>	<b>2</b>

S-Strong (3), M-Medium (2), L-Low (1)



Semester – III					
Core	Course Code 2BF3P1	Garment Construction – Lab - Kids Wear	P	Credits: 5	Hours: 5
<b>Unit – I</b>					
<b>Objective1</b>	<b>To impart knowledge about basic kids garment.</b>				
	➤ Construction of garments for infants – Jhabla, Panty.				
<b>Outcome 1</b>	<b>Students obtain in-depth knowledge of basic children's clothing and they are able to create basic kids garment.</b>			<b>K1,K6</b>	
<b>Unit – II</b>					
<b>Objective2</b>	<b>To describe the different garment components and their construction.</b>				
	➤ Construction of garments for infants – Bib, Bonnet, Baby bed set, Romper.				
<b>Outcome 2</b>	<b>Students will obtain a grasp of various garment components and their construction.</b>			<b>K2,K6</b>	
<b>Unit – III</b>					
<b>Objective3</b>	<b>To explain about different types of kids frock.</b>				
	➤ Construction of Garments for toddlers - A-Line frock, Yoke frock, summer baby Suit.				
<b>Outcome 3</b>	<b>Students will be able to analyze and create different types of frock for kids.</b>			<b>K4,K6</b>	
<b>Unit – IV</b>					
<b>Objective4</b>	<b>To construct garment for pre-school boy and girl.</b>				
	➤ Construction of Garments preschool girl- Skirt, Circular skirt. ➤ Construction of garments for preschool boy- Knickers, Shirt.				
<b>Outcome 4</b>	<b>Students have the ability to create garment for pre-school boy and girl.</b>			<b>K6</b>	
<b>Unit – V</b>					
<b>Objective5</b>	<b>To learn about theme based garment designing.</b>				
	➤ Develop one theme and prepare garments for Kids wear, part wear, western wear, traditional wear				
<b>Outcome 5</b>	<b>Students can develop the design by own, and create the garment design with theme.</b>			<b>K6</b>	
<b>Online Resources</b>					
<a href="https://www.scribd.com/book/100272578/Metric-Pattern-Cutting-for-Children-s-Wear-and-Babywear">https://www.scribd.com/book/100272578/Metric-Pattern-Cutting-for-Children-s-Wear-and-Babywear</a> <a href="https://www.researchgate.net/publication/345044538_Advanced_Garment_Construction_Guide">https://www.researchgate.net/publication/345044538_Advanced_Garment_Construction_Guide</a> <a href="https://www.studocu.com/in/document/the-english-and-foreign-languages-university/textile-engineering/principles-of-clothing-construction-pattern-making/39726052">https://www.studocu.com/in/document/the-english-and-foreign-languages-university/textile-engineering/principles-of-clothing-construction-pattern-making/39726052</a> <a href="https://www.youtube.com/watch?v=t3AtMXbzsOo">https://www.youtube.com/watch?v=t3AtMXbzsOo</a>					
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>

### Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	S(3)
CO2	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)	S(3)
CO3	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)	S(3)
CO4	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	S(3)
CO5	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	S(3)
<b>W.AV</b>	<b>2.2</b>	<b>2.2</b>	<b>2.2</b>	<b>2.2</b>	<b>2</b>	<b>2</b>	<b>2.2</b>	<b>2.2</b>	<b>2</b>	<b>3</b>

S–Strong (3), M-Medium (2), L-Low (1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	M(2)	M(2)	S(3)
CO2	M(2)	S(3)	M(2)	M(2)	S(3)
CO3	M(2)	M(2)	M(2)	S(3)	S(3)
CO4	M(2)	M(2)	M(2)	M(2)	S(3)
CO5	M(2)	M(2)	M(2)	M(2)	S(3)
<b>W.AV</b>	<b>2.2</b>	<b>2.2</b>	<b>2</b>	<b>2.2</b>	<b>3</b>

S–Strong (3), M-Medium (2), L-Low (1)

Semester-III						
Core	Course Code 2BF3P2	CAD LAB – II		p	Credits: 5	Hours: 5
<b>Unit – I</b>						
<b>Objective 1</b>	<b>To instruct about basic background pattern designing.</b>					
	➤ Create different textures and patterns. Develop different backgrounds.					
<b>Outcome 1</b>	<b>They gain knowledge to design pattern for background.</b>				<b>K1</b>	
<b>Unit – II</b>						
<b>Objective 2</b>	<b>To describe the various boards and dress designing by using CAD.</b>					
	➤ Prepare theme board, color board, customer focus and dress designing.					
<b>Outcome 2</b>	<b>Students are properly understanding about different boards and garment design by CAD software.</b>				<b>K2</b>	
<b>Unit – III</b>						
<b>Objective 3</b>	<b>To educate students on the use of color and the creation of motif.</b>					
	➤ Developments of motif, colour application, create design from developed motif.					
<b>Outcome 3</b>	<b>Students will be able to apply color on developed motif to create new design.</b>				<b>K3, K6</b>	
<b>Unit – IV</b>						
<b>Objective 4</b>	<b>To educate about different design creation.</b>					
	<ul style="list-style-type: none"> <li>➤ Creating designs - Traditional, stylized, Geometry Abstract motif.</li> <li>➤ Horizontal stripes, vertical stripes and plaids, One-way, two-way, half drop pattern and tossed.</li> <li>➤ Brick pattern, Diamond pattern, diaper pattern, ogee pattern.</li> </ul>					
<b>Outcome 4</b>	<b>Students will be able to perform complex design analysis and create design in short time.</b>				<b>K4, K6</b>	
<b>Unit – V</b>						
<b>Objective 5</b>	<b>To enable students to develop motif.</b>					
	<ul style="list-style-type: none"> <li>➤ Preparation of garment design from developed motif.</li> <li>➤ Preparation of upholstery item from developed motif.</li> </ul>					
<b>Outcome 5</b>	<b>Students have the knowledge to create garment using developed motifs.</b>				<b>K6</b>	
<b>Online Resources</b>						
<a href="https://product.corel.com/help/CorelDRAW/540229932/Main/EN/User-Guide/CorelDRAW-X7.pdf">https://product.corel.com/help/CorelDRAW/540229932/Main/EN/User-Guide/CorelDRAW-X7.pdf</a> <a href="https://www.coreldraw.com/en/pages/photo-paint/">https://www.coreldraw.com/en/pages/photo-paint/</a> <a href="https://helpx.adobe.com/in/acrobat/using/pdf-conversion-settings.html">https://helpx.adobe.com/in/acrobat/using/pdf-conversion-settings.html</a> <a href="https://www.youtube.com/watch?v=89VZfov7p8Q">https://www.youtube.com/watch?v=89VZfov7p8Q</a>						
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>	

### Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)
CO2	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)
CO3	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	M(2)	S(3)
CO4	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	S(3)	M(2)	M(2)	S(3)
CO5	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	S(3)
<b>W.AV</b>	<b>2.2</b>	<b>2.2</b>	<b>2.2</b>	<b>2.2</b>	<b>2.4</b>	<b>2.2</b>	<b>2.2</b>	<b>2</b>	<b>2</b>	<b>2.6</b>

S–Strong (3), M-Medium (2), L-Low (1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	M(2)	M(2)	M(2)
CO2	M(2)	S(3)	M(2)	M(2)	M(2)
CO3	M(2)	M(2)	S(3)	M(2)	S(3)
CO4	M(2)	M(2)	M(2)	S(3)	S(3)
CO5	M(2)	M(2)	M(2)	M(2)	M(2)
<b>W.AV</b>	<b>2.2</b>	<b>2.2</b>	<b>2.2</b>	<b>2.2</b>	<b>2.4</b>

S–Strong (3), M-Medium (2), L-Low (1)

Semester-IV					
Core	Course code:	English for Competitive Examinations	P	Credits:	Hours:
	2BV4G1			3	3
Unit I					
<b>Objective 1</b>	<b>To learn the basics of English and the usages.</b>				
Basics of English Errors and how to avoid them Spotting Errors.					
<b>Outcome 1</b>	Students will remember the rules and usages of English grammar.				<b>K1</b>
Unit II					
<b>Objective 2</b>	<b>To enable students write letters and reports effectively in formal and business modes.</b>				
Sentence Completion Reconstructing passages How to write précis Reading comprehension.					
<b>Outcome 2</b>	The students will be able to understand to speak with				<b>K2</b>
Unit III					
<b>Objective 3</b>	<b>To improve the learners vocabulary.</b>				
Composition Paragraph writing Letter writing Report writing.					
<b>Outcome 3</b>	Students will apply to improve their writing skill				<b>K3</b>
Unit IV					
<b>Objective 4</b>	<b>To develop strong conversations.</b>				
Essay writing Story Writing Dialogue writing Paraphrasing.					
<b>Outcome 4</b>	Students will Analyze their ability to write academic papers, essays and summaries using the process approach.				<b>K4</b>
Unit V					
<b>Objective 5</b>	<b>To help the learners to correct sentences.</b>				
<b>Introduction to Phonetics</b>					
English Spelling and pronunciation Vowels and consonants Stress and intonation.					
<b>Outcome 5</b>	Students will Evaluate the grammatical forms of English and the use of those forms in Specific.				<b>K5</b>
<b>Suggested Readings:</b>					
Bhatnagar and Bhargava Rajul , English for Competitive Examinations ,Macmillan Publishers pvt.ltd. Iyadurai.P, English Phonetics for beginners					
<b>Online Resources:</b>					
<a href="https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/5/_UG_B.A._English_112_52_English_for_Competitive_Examinations_3838.pdf">https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/5/_UG_B.A._English_112_52_English_for_Competitive_Examinations_3838.pdf</a>					
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>



### Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M(2)	S(3)	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)	M(2)	L(1)
CO2	M(2)	S(3)	S(3)	M(2)	S(3)	M(2)	M(2)	S(3)	S(3)	S(3)
CO3	M(2)	L(1)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)	S(3)
CO4	S(3)	M(2)	M(2)	S(3)	M(2)	S(3)	S(3)	S(3)	L(1)	S(3)
CO5	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)
<b>W.AV</b>	<b>2.4</b>	<b>2.4</b>	<b>2.6</b>	<b>2.6</b>	<b>2.8</b>	<b>2.4</b>	<b>2.4</b>	<b>2.8</b>	<b>2.4</b>	<b>2.6</b>

**S –Strong (3), M-Medium (2), L- Low (1)**

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M(2)	S(3)	S(3)	M(2)	M(2)
CO2	M(2)	S(3)	M(2)	S(3)	M(2)
CO3	S(3)	M(2)	S(3)	M(2)	S(3)
CO4	S(3)	S(3)	S(3)	S(3)	L(1)
CO5	S(3)	S(3)	L(1)	L(1)	S(3)
<b>W.AV</b>	<b>2.6</b>	<b>2.8</b>	<b>2.4</b>	<b>2.2</b>	<b>2.2</b>

**S–Strong(3),M-Medium(2),L-Low(1)**

Semester-V					
Core	Course code: 2BV4G2	Accounting skills	P	Credits: 4	Hours: 4
<b>Unit-I</b>					
<b>Objectives 1</b>	To introduce fundamentals of accounting principles and financial statements.				
<b>Introduction To Accounting</b> –Accounting Principles–Accounting Equation–Double Entry System–Characteristics– Classification Of Accounting Principles					
<b>Outcome 1</b>	<b>Learners understand the fundamental concepts of Accounting</b>				<b>K2</b>
<b>Unit-II</b>					
<b>Objectives 2</b>	To analyze the business problem of accounting techniques and to develop competent decision skills in the areas of accounting				
<b>Books of Accounting:</b> Journal–Accounting Process–Classification of Accounts–Compound Journal Entries–Important Consideration For Recording Transaction Ledger: Difference Between Journal & Ledger–Cashbook And Subsidiary Books– Purchase Books– Invoice, Sales Book, Return Book, Debit And Credit Notes					
<b>Outcome 2</b>	<b>Students discuss the Accounting Process and Recording the Transactions .</b>				<b>K4</b>
<b>Unit-III</b>					
<b>Objectives 3</b>	To keep Systematic Records				
<b>Trial Balance:</b> Meaning Of Trial Balance, Objective And Importance Of Trial Balance Errors: Meaning And Location Of Errors.					
<b>Outcome 3</b>	<b>Students analyze the Trial Balance and its errors</b>				
<b>Unit-IV</b>					
<b>Objectives 4</b>	<b>To Protect the Business Properties</b>				
<b>Financial Accounts:</b> Meaning And Typing Of Financial Statements, Procedure For Preparing Accounts – Profit And Loss Accounts –Balance Sheet– Manufacturing Account–Adjustment And Treatment Of Adjustment					
<b>Outcome 4</b>	<b>Learners acquire knowledge on Types of financial statements and treatment of adjustments.</b>				
<b>Unit -V</b>					
<b>Objectives 5</b>	<b>To protect data format</b>				
<b>Introduction To Accounting Package</b> –Introduction To Tally: Features, Advantages, Defining The Cells, Format The Data, Ent Data, Functional Keys And Simple Calculation–Excel: Features, Advantages, Defining The Cell Range, Functional Keys, Enteri Data, Defining The Functions And Simple Calculations.					
<b>Outcome 5</b>	<b>Students critically evaluate the computerized accounting features</b>				<b>K5</b>
<b>Suggested Readings:</b> Douglas Garbutt, (1980) .Accounting Foundation- An Introductory. London: Pitman Publishing Limited. Mukesh Mahajan, Gills,P.S.,Sharma,V.P.,&Punia,H.S.(2001). Fundamentals of Accountancy .Chandigarh: Unistar Books Pvt .Ltd. Shakla,M.C.,Grawal,T.S.&Gupta,S.C.(1999).Advanced Accounts. NewDelhi :SChand&CoLtd. Sundeep Sharma, (2004). Principles of Accounting-A Complete Hand Book. Jaipur: Shree Niwas Publication. <a href="http://www.accounting.com">www.accounting.com</a> <a href="http://www.investopedia.com/">www.investopedia.com/</a>					
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>

### Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	L(1)	M(2)	L(1)	S(3)	L(1)	S(3)	L(1)	L(1)
CO2	L(1)	L(1)	M(2)	L(1)	L(1)	S(3)	L(1)	M(2)	L(1)	L(1)
CO3	M(2)	M(2)	L(1)	L(1)	M(2)	S(3)	M(2)	M(2)	M(2)	L(1)
CO4	M(2)	M(2)	M(2)	L(1)	M(2)	S(3)	M(2)	M(2)	M(2)	L(1)
CO5	L(1)	L(1)	-	L(1)	M(2)	S(3)	M(2)	M(2)	M(2)	L(1)
<b>W.A V</b>	<b>1.8</b>	<b>1.6</b>	<b>1.2</b>	<b>1.2</b>	<b>1.6</b>	<b>3</b>	<b>1.6</b>	<b>2</b>	<b>1.6</b>	<b>1</b>

S–Strong(3),M-Medium(2),L-Low(1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	S(3)	M(2)	L(1)	L(1)
CO2	M(2)	M(2)	M(2)	M(2)	M(2)
CO3	M(2)	M(2)	M(2)	L(1)	M(2)
CO4	M(2)	L(1)	M(2)	S(3)	M(2)
CO5	M(2)	L(1)	M(2)	S(3)	M(2)
<b>W.AV</b>	<b>2</b>	<b>1.8</b>	<b>2</b>	<b>2</b>	<b>1.8</b>

S–Strong(3),M-Medium(2),L-Low(1)

<b>Semester - IV</b>				
	<b>General</b>	<b>Practical</b>	<b>C</b>	<b>H/W</b>
<b>Course code: 2BV4G3</b>	<b>Value Education</b>		<b>2</b>	<b>2</b>
<b>Unit - I</b>				
<b>Objective 1</b>	<b>To teach and inculcate the importance of value based education in India</b>			
Definition – Need for value Education – How important human values are – humanism and humanistic movement in the world and in India – Literature on the teaching of values under various religions like Hinduism, Buddhism, Christianity, Jainism, Islam, etc. Agencies for teaching value education in India –National Resource Centre for Value Education – NCERT– IITs and IGNOU.				
<b>Outcome 1</b>	<b>Students will remember the importance of value based in India</b>		<b>K1</b>	
<b>Unit-II</b>				
<b>Objective 2</b>	<b>To give students a deeper understanding about Vedic period</b>			
<b>Vedic Period</b> Influence of Buddhism and Jainism – Hindu Dynasties – Islam Invasion – Moghulinvasion – British Rule – culture clash – Bhakti cult – social Reformers – Gandhi – Swami Vivekananda – Tagore –their role in value education.				
<b>Outcome 2</b>	<b>Learners will gain deeper understanding about the purpose of vedicperiod and its culture</b>		<b>K2</b>	
<b>Unit III</b>				
<b>Objective 3</b>	To examine the consequences of politics without principle, commerce without ethics, education without character, science without humanism, wealth without work, pleasure without conscience			
<b>Value Crisis – After Independence</b> Independence – democracy – Equality – fundamental duties – Fall of standards in all fields – Social, Economic, Political, Religious and Environmental – corruption in society. Politics without principle – Commerce without ethics – Education without Character – Science without humanism – Wealth without work – Pleasure without conscience – Prayer without sacrifice – steps taken by the Governments – Central and State – to remove Disparities on the basis of class, creed, gender.				
<b>Outcome 3</b>	<b>Identify and analyze the key concepts of independence, democracy, equality, and fundamental duties, and understand their importance in shaping a healthy society.</b>		<b>K3</b>	
<b>Unit IV</b>				
<b>Objective 4</b>	<b>Learners to emphasize the importance of value education in developing responsible, compassionate, and well-rounded individuals</b>			
<b>Value Education on College Campus</b> Transition from school to college – problems – Control – free atmosphere – freedom mistaken for license – need for value education – ways of inculcating it – Teaching of etiquettes – Extra-Curricular activities – N.S.S., N.C.C., Club activities – Relevance of Dr.A.P.J.Abdul Kalam’s efforts to teach values – Mother Teresa.				
<b>Outcome 4</b>	<b>Analyze the efforts and contributions of Dr. A.P.J. Abdul Kalam and Mother Teresa in promoting values, empathy, and compassion, and Draw inspiration from their life examples.</b>		<b>K4</b>	

<b>Unit V</b>					
<b>Objective 5</b>	<b>Acquire in-depth knowledge about value education by researching and collecting information from newspapers, journals, and magazines in effective manner</b>				
<b>Project Work</b>					
1. Collecting details about value education from newspapers, journals and magazines. 2. Writing poems, skits, stories centering on value-erosion in society. 3. Presenting personal experience in teaching values. 4. Suggesting solutions to value – based problems on the campus.					
<b>Outcome 5</b>	<b>Create original poems, skits, and stories that effectively depict the consequences of value erosion in society, fostering empathy and awareness among their peers.</b>				<b>K6</b>
<b>Suggested Readings: -</b>					
Eknath Ranade, (2009). <i>Swami Vivekananda’s Rousing call to Hindu Nation</i> . Calcutta: SwastikPrakashan. Mohit Chakraborti, (1997). <i>Value Education - Changing Perspectives</i> . New Delhi: KanishkaPublications. Saraswathi, T.S. (1999). <i>Culture, Socialisation and Human Development - Theory. Research and Application in India</i> . New Delhi: SAGE India Publications. Satchidananda, M.K. (1991). <i>Ethics, Education, Indian Unity and Culture</i> . New Delhi: AjanthaPublications. Venkataiah, N. (1998). <i>Value Education</i> . New Delhi: PAH Publishing Corporation. Vittal, N. (2001). <i>Value Education – Need of the hour</i> . Mumbai: Talk delivered in the HTED SeminarGovt. of Maharashtra.					
<b>Online Resources:</b>					
<a href="https://livingvalues.net/">https://livingvalues.net/</a> <a href="https://www.valuesbasededucation.com/">https://www.valuesbasededucation.com/</a>					
<b>K1- Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>

### Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	M(2)	M(2)	L(1)	L(1)	M(2)	M(2)	M(2)	L(1)
CO2	M(2)	L(1)	M(2)	S(3)	M(2)	M(2)	L(1)	M(2)	L(1)	S(3)
CO3	S(3)	L(1)	L(1)	M(2)	L(1)	S(3)	S(3)	L(1)	L(1)	M(2)
CO4	S(3)	S(3)	L(1)	L(1)	M(2)	M(2)	M(2)	L(1)	L(1)	L(1)
CO5	S(3)	S(3)	M(2)	M(2)	M(2)	L(1)	L(1)	M(2)	M(2)	L(1)
<b>W.AV</b>	<b>2.8</b>	<b>2.2</b>	<b>1.6</b>	<b>2</b>	<b>1.6</b>	<b>1.8</b>	<b>1.8</b>	<b>1.6</b>	<b>1.4</b>	<b>1.6</b>

**S Strong (3), M Medium (2), Low (1)**

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	M(2)	L(1)	M(2)
CO2	M(2)	L(1)	S(3)	S(3)	L(1)
CO3	L(1)	M(2)	M(2)	M(2)	L(1)
CO4	M(2)	M(2)	L(1)	M(2)	M(2)
CO5	S(3)	S(3)	M(2)	S(3)	M(2)
W.AV	2.2	2	2	2.2	1.6

**S Strong (3), M Medium (2), Low (1)**





<b>IV -Semester</b>					
<b>General</b>	<b>Course Code</b> <b>2BV4G4</b>	<b>Manavalakalai Yoga</b>	<b>P</b>	<b>Credits:</b> <b>2</b>	<b>Hours:</b> <b>2</b>
<b>Unit -I</b>					
<b>Objective 1</b>	To gain knowledge about the importance of Yoga, Physical Health and Physical Structure.				
<b>Yoga and Physical Health -Physical Structure – Three bodies – Five limitations</b>					
<ul style="list-style-type: none"> <li>➤ Simplified Physical Exercises – Hand Exercises – Leg Exercises – Breathing Exercises – Eye Exercises – Kapalapathi.</li> <li>➤ Maharasanas 1-2 Massages – Acu-puncture – Relaxation. Yogasanas – Padmasana – Vajrasanas – Chakrasanas (Side) – Viruchasanas –Yoga Muthra – Patchimothasanas – Ustrasanas – Vakkarasanas – Salabasanas.</li> </ul>					
<b>Outcome 1</b>	<b>Students have knowledge on Physical Health and Physical Structure.</b>				<b>K1</b>
<b>Unit - II</b>					
<b>Objective2</b>	Students understand the concepts of art of nurturing and life force.				
<b>Art of Nurturing the life force and Mind</b>					
<ul style="list-style-type: none"> <li>➤ Maintaining the youthfulness – Postponing their ageing process.</li> <li>➤ Sex &amp; Spirituality – Significance of sexual vital fluid – Married life – Chastity.</li> <li>➤ Ten Stages of Mind.</li> </ul> Mental frequency – Methods for concentration.					
<b>Outcome 2</b>	<b>Students exploring art of nurturing and life force.</b>				<b>K2</b>
<b>Unit - III</b>					
<b>Objective3</b>	To implement the Sublimation of Neutralization Anger				
<b>Sublimation</b>					
<ul style="list-style-type: none"> <li>➤ Purpose and Philosophy of life.</li> <li>➤ Introspection – Analysis of Thought.</li> <li>➤ Moralization of Desires.</li> </ul> Neutralization of Anger.					
<b>Outcome 3</b>	<b>Students are able to apply the concept of Sublimation of Neutralization Anger.</b>				<b>K3</b>
<b>Unit- IV</b>					
<b>Objective 4</b>	To compare the human resources development of individual peace and world peace.				
<b>Human Resources Development</b>					
<ul style="list-style-type: none"> <li>➤ Eradication of worries.</li> <li>➤ Benefits of Blessings.</li> <li>➤ Greatness of Friendship.</li> </ul> Individual Peace and World Peace					
<b>Outcome 4</b>	<b>Students are able to analyze the Individual Peace and World Peace.</b>				<b>K4</b>

<b>Unit- V</b>					
<b>Objective5</b>	Students apprise the law of nature and fivefold culture.				
<b>Law of Nature</b>					
<ul style="list-style-type: none"> <li>➤ Unified force – Cause and Effect system.</li> <li>➤ Purity of Thought and Deed and Genetic Centre.</li> </ul> Love and Compassion and Cultural Education – Five Fold Culture.					
<b>Outcome 5</b>	<b>Students learn the skills to know and evaluate the law of nature and fivefold culture.</b>				<b>K5</b>
<b>Suggested Readings:</b>					
James Hewitt, (2012). The Complete Yoga Book - The Yoga of Breathing, Posture and Meditation. New York: Random House Publisher.					
Stephen Sturgess, (2013). The Yoga book; A practical Guide to Self Realization.London: WatkinsMedia Limited					
Swami Vishnu Devananda, (2011). The complete Illustrated Book of Yoga. USA, Pennsylvania:Potter/Ten Speed/Harmony/Rodale Publisher.					
<b>Online Resources</b>					
<a href="https://www.hopkinsmedicine.org/health/wellness-and-prevention/9-benefits-of-yoga">https://www.hopkinsmedicine.org/health/wellness-and-prevention/9-benefits-of-yoga</a>					
<a href="https://www.amazon.in/VISION-Dip-Art-Nurturing-Life-Force-Mind-YHE-ebook/dp/B09HV32YL9">https://www.amazon.in/VISION-Dip-Art-Nurturing-Life-Force-Mind-YHE-ebook/dp/B09HV32YL9</a>					
<a href="https://saispeaks.sathyasai.org/discourse/world-peace-and-individual-peace#:~:text=Similarly%2C%20with%20world%20peace%20(loka,world%20is%20the%20Lord's%20man%20sion.">https://saispeaks.sathyasai.org/discourse/world-peace-and-individual-peace#:~:text=Similarly%2C%20with%20world%20peace%20(loka,world%20is%20the%20Lord's%20man sion.</a>					
<b>K1- Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>

### Course Outcome VS Programme Outcomes

<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
CO1	S(3)	M(2)	M(2)	S(3)	M(2)	L(1)	L(1)	M(2)	L(1)	L(1)
CO2	M(2)	M(2)	S(3)	M(2)	M(2)	L(1)	M(2)	L(1)	L(1)	L(1)
CO3	S(3)	S(3)	M(2)	M(2)	L(1)	M(2)	S(3)	S(3)	M(2)	M(2)
CO4	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)
CO5	S(3)	S(3)	M(2)	M(2)	S(3)	M(2)	S(3)	S(3)	S(3)	M(2)
<b>W.AV</b>	<b>2.6</b>	<b>2.4</b>	<b>2.4</b>	<b>2.4</b>	<b>2.2</b>	<b>1.8</b>	<b>2.4</b>	<b>2.4</b>	<b>2</b>	<b>1.9</b>

S–Strong (3), M-Medium (2), L-Low (1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M(2)	L(1)	L(1)	M(2)	L(1)
CO2	L(1)	M(2)	L(1)	L(1)	M(2)
CO3	L(1)	L(1)	M(2)	M(2)	L(1)
CO4	M(2)	M(2)	L(1)	L(1)	M(2)
CO5	L(1)	M(2)	M(2)	L(1)	M(2)
<b>W.AV</b>	<b>1.4</b>	<b>1.6</b>	<b>1.4</b>	<b>1.4</b>	<b>1.6</b>

S-Strong (3), M-Medium (2), L-Low (1)



Semester - IV					
		General	Practical	C	H/W
General	Course code: 2BV4G5	Introduction to Gender Studies		2	2
Unit - I					
<b>Objective 1</b>	<b>To gain knowledge about the importance of Gender identity, Gender roles and Gender Equality.</b>				
<b>Gender Identity:</b> Gender Ideology – Sex Vs Gender – Biological Determinism –Dualism – Reductionism –Objectification – Socialization and Internalization.					
<b>Outcome 1</b>	<b>Students have knowledge on Gender identity, Gender ideology and Gender Equality.</b>			<b>K1</b>	
Unit-II					
<b>Objective 2</b>	<b>Students understand the concepts of gender role</b>				
<b>Gender Roles:</b> Division of Labour – Sex Role – Stereotypes – Gender Role – Work – Family and Gender –Motherhood – Production and Reproduction.					
<b>Outcome 2</b>	<b>Students exploring gender role in daily life, division of labor and Stereotypes.</b>			<b>K2</b>	
Unit III					
<b>Objective 3</b>	<b>To implement the Gender Equality and Equity</b>				
<b>Gender Equality / Equity:</b> Equality Vs Equity, HDI, GDI and GEM – Gender Inequality in Certain Vital Measures of Development: Sex Ration, Life Expectancy, Literacy Level – Work Participation – Decision Making and Political Participation.					
<b>Outcome 3</b>	<b>Students are able to apply the concept of gender equality and equity.</b>			<b>K3</b>	
Unit IV					
<b>Objective 4</b>	<b>To compare the Physical Differences of Men and Women</b>				
<b>Strength of Women:</b> Hormones and Chromosomes – Physical Differences – Record of the Fastest Men and Women in the World – Athletes – Brain and Intelligence – Emotions.					
<b>Outcome 4</b>	<b>Students are able to analyze the Physical Differences, Hormones, Chromosomes, Brain and Intelligence.</b>			<b>K4</b>	
Unit V					
<b>Objective 5</b>	<b>Students appraise the Development Policies Programmes and Women Empowerment</b>				
<b>Development Policies and Programmes:</b> WID – WAD – GAD – Approaches: Welfare – AntiPoverty – Efficiency – Equity – Empowerment – Central and State Government Women Development Schemes. <b>Women Empowerment:</b> Meaning and Concepts, Empowerment Levels – Framework – Empowerment Tools – Capability Approach.					
<b>Outcome 5</b>	<b>Students learn the skills to know and evaluate the Women Empowerment, Policies and Programmes.</b>			<b>K5</b>	

**Suggested Readings: -**

- Eleanor Leacock. & Leela Dube et al. (1986). *Women, Power and Authority in invisibility and powered*. New Delhi: Oxford University Press India.
- Foucault, M. (1981). *The History of Sexuality – an Introduction* (Vol. 1). London: Penguin.
- Kapur Promilla, (2001). *Empowering the Indian Women*. New Delhi: Publication Division, Ministry of Information and Broadcasting, Government of India.
- Poornima Advani, (2000). *Course Curriculum on Gender Sensitization of Police Officers*. New Delhi: National Commission for Women.
- Sahay Sushama, (1998). *Women and Empowerment - Approaches as and Strategies*. New Delhi: Discovery Publishing House.
- Selvy Thiruchandran, (2006). *Ideology, Caste, Class and Gender*. Mumbai: Vikas Publishing House. Thilakavathi, G.
- & Regina Papa, B. (2003). *Gender Sensitization - Course Material*. Chennai: Tamil Police.

**Online Resources:**

- <https://www.britannica.com/topic/gender-identity>
- <https://www.plannedparenthood.org/learn/gender-identity/sex-gender-identity/what-are-gender-roles-and- stereotypes>
- <https://www.worldvision.com.au/womens-empowerment>

<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>
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**Course Outcome VS Programme Outcomes**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	M(2)	M(2)	S(3)	M(2)	L(1)	L(1)	M(2)	L(1)	L(1)
CO2	M(2)	M(2)	S(3)	M(2)	M(2)	L(1)	M(2)	L(1)	L(1)	L(1)
CO3	S(3)	S(3)	M(2)	M(2)	L(1)	M(2)	S(3)	S(3)	M(2)	M(2)
CO4	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)
CO5	S(3)	S(3)	M(2)	M(2)	S(3)	M(2)	S(3)	S(3)	S(3)	M(2)
<b>W.AV</b>	<b>2.6</b>	<b>2.4</b>	<b>2.4</b>	<b>2.4</b>	<b>2.2</b>	<b>1.8</b>	<b>2.4</b>	<b>2.4</b>	<b>2</b>	<b>1.9</b>

**S Strong (3), M Medium (2), Low (1)**

**Course Outcome VS Programme Specific Outcomes**

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M(2)	L(1)	L(1)	M(2)	L(1)
CO2	L(1)	M(2)	L(1)	L(1)	M(2)
CO3	L(1)	L(1)	M(2)	M(2)	L(1)
CO4	M(2)	M(2)	L(1)	L(1)	M(2)
CO5	L(1)	M(2)	M(2)	L(1)	M(2)
<b>W.AV</b>	<b>1.4</b>	<b>1.6</b>	<b>1.4</b>	<b>1.4</b>	<b>1.6</b>

**S Strong (3), M Medium (2), Low (1)**

IV- Semester					
Core	Course Code 2BF4C1	Textile Processing	T	Credits: 4	Hours: 4
<b>Unit -I</b>					
<b>Objective1</b>	To familiarize basic knowledge about softening the water and its process				
<b>Water hardness</b> – Definition and types - Quality required for wet processing industries - Softening process -Sequestering agent – Textile auxiliaries: types and role - Preparatory process sequence for woven and knitted fabrics.					
<b>Outcome 1</b>	<b>Learners Remembering the fundamental concepts of water softening and it process</b>				<b>K1</b>
<b>Unit - II</b>					
<b>Objective2</b>	To summarize technical information about preparatory process				
<b>Preparatory process:</b> Need – Desizing: objectives, types and continuous enzyme desizing process – Scouring: objectives, method and pressure scouring Process - Bleaching: objectives, types of bleaching agents, Hydrogen peroxide bleaching using J- box and its advantages and disadvantages, bleaching of different fabrics – Optical brighteners - Mercerization: objectives, types, cloth mercerization process.					
<b>Outcome 2</b>	<b>Students understand the Preparatory process and its function</b>				<b>K2</b>
<b>Unit – III</b>					
<b>Objective3</b>	To implement the different variety of dyes & its merits and demerits				
<b>Dyeing:</b> classification of dyes, methods of dyeing. Basic dye, Direct, Reactive, Vat, Disperse, and Naphthol - Dyeing machines used for dyeing, - Jigger, Winch, HTHP and soft flow machines. Different stages of dyeing - Natural dyes- types, Advantages and Disadvantages.					
<b>Outcome 3</b>	<b>Students identify the different variety of dyes</b>				<b>K3</b>
<b>Unit- IV</b>					
<b>Objective4</b>	To differentiate the printing methods & its recent development				
<b>Printing:</b> types, methods of printing, dye paste preparation, after treatment. Direct printing: Block, Stencil, screen, roller printing, duplex printing and transfer printing - Discharge printing -Resist printing: Batik, Tie and dye – Recent developments in printing: flock printing, photo printing, warp printing, air brush printing.					
<b>Outcome 4</b>	<b>Students examine the different printing methods</b>				<b>K4</b>
Unit- V					
<b>Objective5</b>	To appraise complete knowledge about finishing				
<b>Finishing-</b> objectives of finishing, temporary and permanent finish. Methods – chemical and mechanical finish. Calendaring, tentering, stiffening, beetling, glazing, embossing, moiring, ciring, raising, napping, singeing, sanforising, enzyme finish: bio-polishing, resin finishing, wash and wear finish, waterproofing, water repellency					
<b>Outcome 5</b>	<b>Students evaluate the methods of finishes</b>				<b>K5</b>



**Suggested Readings:**

- Uddin, F. (2019). Introductory chapter: textile manufacturing processes. In *Textile manufacturing processes*. IntechOpen.
- Muthu, S. S. (Ed.). (2018). *Circular Economy in Textiles and Apparel: Processing, Manufacturing, and Design*. Woodhead publishing.
- Mahapatra, N. (2018). Textile Dyes. *Journal of Textile and Clothing Science*, 1(1), 01-02.
- Panda, H. (2013). *A concise guide on textile dyes, pigments and dye intermediates with textile printing technology*. Niir Project Consultancy Services.
- Uddin, F. (2019). Introductory chapter: textile manufacturing processes. In *Textile manufacturing processes*. IntechOpen.
- Vankar, P. S. (2017). *Natural dyes for textiles: Sources, chemistry and applications*. Woodhead Publishing.

**Online Resources**

<https://www.bing.com/ck/a?!&&p=f68b5d02dd7f15b6JmltdHM9MTY5MDI0MzIwMCZpZ3VpZD0yYz g4Yzc5Zi04MzhhLTY4MTItMjkwNy1kNTJiODIyNzY5YjgmaW5zaWQ9NTE5Nw&ptn=3&hsh=3&fcl id=2c88c79f-838a-6812-2907-2. d52b822769b8&psq=types+of+finishes+in+textiles&u=a1aHR0cHM6Ly90ZXh0aWxldmFsdWVjaGFpb i5pbi9uZXdzLWluc2lnaHRzL2RpZmZlcmVudC10eXBlecy1vZi10ZXh0aWxlLWZpbmlzaGVzLw &ntb= 1 https://www.bing.com/ck/a?!&&p=f68b5d02dd7f15b6JmltdHM9MTY5MDI0MzIwMCZpZ3VpZD0yYz g4Yzc5Zi04MzhhLTY4MTItMjkwNy1kNTJiODIyNzY5YjgmaW5zaWQ9NTE5Nw&ptn=3&hsh=3&fcl id=2c88c79f-838a-6812-2907-2.>

<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>
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**Course Outcome VS Programme Outcomes**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)
CO2	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)
CO3	S(3)	S(3)	M(2)	S(3)	S(3)	M(2)	M(2)	S(3)	M(2)	S(3)
CO4	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)
CO5	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)
<b>W.AV</b>	<b>2.8</b>	<b>3</b>	<b>2.8</b>	<b>2.8</b>	<b>3</b>	<b>2.8</b>	<b>2.6</b>	<b>2.4</b>	<b>2.4</b>	<b>3</b>

S–Strong (3), M–Medium (2), L–Low (1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	S(3)	M(2)	M(2)	S(3)
CO2	S(3)	S(3)	M(2)	S(3)	S(3)
CO3	S(3)	S(3)	M(2)	S(3)	S(3)
CO4	S(3)	S(3)	S(3)	S(3)	S(3)
CO5	S(3)	S(3)	M(2)	S(3)	S(3)
<b>W.AV</b>	<b>3</b>	<b>3</b>	<b>2.2</b>	<b>2.8</b>	<b>3</b>

S-Strong (3), M-Medium (2), L-Low (1)



IV - Semester					
Core	Course Code 2BF4C2	Apparel Costing and Export Management	T	Credits: 5	Hours: 4
<b>Unit - I</b>					
<b>Objective1</b>	To teach the apparel industry costs methods, types and calculation of fabric costing.				
<b>Principles of costing</b> - Requirements of good costing system - Cost unit - Types of costs - Elements of cost - Overheads - Prime cost - Work cost - Cost of production- Total cost - Apparel manufacturing cost categories - Manufacturing budget – Cash flow control – Standard cost sheet - Break–Even charts.					
<b>Outcome</b>	<b>Learner's get knowledge about costing</b>				<b>K1</b>
<b>Unit - II</b>					
<b>Objective2</b>	To interpret the principles of apparel costing and the factors involved for costing.				
<b>Costing:</b> Definition – Cost estimation: Meaning - Fabric costing: fabric types, fabric consumption, weaving/ knitting price – cost estimation of dyeing, printing and finishing- Costing of apparel: woven/knits - Estimation of factory cost for woven & knitted fabric.					
<b>Outcome</b> 2	<b>Students can compare the apparel costing</b>				<b>K2</b>
<b>Unit – III</b>					
<b>Objective3</b>	To relate knowledge about the trade				
<b>Trade:</b> Domestic trade vs International trade – WTO - Globalization - Regional trade blocks - Counter trade: Factors responsible for counter trade growth - Business Environment: social & logical - Business ethics: definition, importance and need. Export marketing of apparel - International Care labelling – International codes for products & services - Role of terms of payment in international trading.					
<b>Outcome</b> 3	<b>They can solve any kind of trade issue</b>				<b>K3</b>
<b>Unit- IV</b>					
<b>Objective4</b>	To experiment exim policy and documents				
<b>Export Procedure</b> - Major documents for exports and its purpose - INCO Terms – Documents for claiming export assistance - Export Finance - Export credit: short term, medium & long term - Logistics and Shipping - Standard policies: Indian trade policies- India's foreign trade policy: Export & import policy.					
<b>Outcome</b> 4	<b>Students can analyze the trade policy</b>				<b>K4</b>
<b>Unit- V</b>					
<b>Objective5</b>	To plan the registration formalities for Export Promotion Council				
<b>Export promotion council:</b> Apparel Export Promotion Council - Registration Formalities - Registration Cum Membership Certificate – Import Export Code – RBI Code - Foreign exchange regulation - Nature of foreign exchange market and main functions - Special economic zones.					
<b>Outcome 5</b>	<b>They can evaluate the foreign exchange market</b>				<b>K5</b>

**Suggested Readings:**

DGFT, (2015-2020). Hand Book of Import and Export Procedures. New Delhi: Govt. of India. Francis Thomas E. Johnson. & Donna L. Bade. (2010). Export Import Procedures & Documentation. New York:

Amacom.

Karthik, T., Ganesan, P., & Gopalakrishnan, D. (2016). *Apparel manufacturing technology*. CRC Press. Uddin, F. (2019). Introductory chapter: textile manufacturing processes. In *Textile manufacturing processes*.

IntechOpen.

Tresnadi, C., & Sachari, A. (2015). Identification of values of ornaments in Indonesian batik in visual content of Nitiki game. *Journal of Arts and Humanities*, 4(8), 25-39.

Bédard, M. (2021). *Unraveled: The Life and Death of a Garment*. Portfolio/Penguin.

Roy, M., & Roy, S. S. (Eds.). (2016). *International trade and international finance: Explorations of contemporary issues*. Springer.

**Online Resources**

<https://www.slideshare.net/ranasajjad484/apparelgarments-costing-methods-for-export-order>  
<https://www.worldfashionexchange.com/blog/garment-costing-how-costs-are-calculated-in-the-fashion-industry/#:~:text=Apparel%20costin>

<https://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKE>

[wjo\\_djE47OAAxU\\_umMGHcrdCcQQFnoECA8QAQ&url=https%3A%2F%2Ftechpacker.com%2Fblog%2Fdesign%2Feverything-you-need-to-know-about-garment-costing-and-pricing%2F&usg=AOvVaw2rqFn\\_lR0PYtSIMzWTLzKw&opi=89978449](https://www.techpacker.com/blog/2021/07/27/design-everything-you-need-to-know-about-garment-costing-and-pricing/)

<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>
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**Course Outcome VS Programme Outcomes**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	M(2)	M(2)
CO2	S(3)	S(3)	M(2)	M(2)	S(3)	M(2)	M(2)	S(3)	S(3)	M(2)
CO3	S(3)	S(3)	M(2)	S(3)	S(3)	M(2)	M(2)	S(3)	M(2)	S(3)
CO4	S(3)	S(3)	M(2)	S(3)	S(3)	M(2)	S(3)	S(3)	S(3)	S(3)
CO5	S(3)	M(2)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)
<b>W.AV</b>	<b>3</b>	<b>2.8</b>	<b>2.4</b>	<b>2.8</b>	<b>2.8</b>	<b>2</b>	<b>2.4</b>	<b>3</b>	<b>2.6</b>	<b>2.6</b>

S–Strong (3), M–Medium (2), L–Low (1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	S(3)	S(3)	M(2)	M(2)
CO2	S(3)	S(3)	M(2)	M(2)	M(2)
CO3	S(3)	M(2)	S(3)	S(3)	S(3)
CO4	S(3)	M(2)	S(3)	S(3)	S(3)
CO5	S(3)	S(3)	M(2)	S(3)	S(3)
<b>W.AV</b>	<b>3</b>	<b>2.6</b>	<b>2.6</b>	<b>2.6</b>	<b>2.6</b>

S-Strong (3), M-Medium (2), L-Low (1)



IV- Semester					
Core	Course Code 2BF4P1	Textile Processing – Lab	P	Credits: 5	Hours: 5
<b>Unit - I</b>					
<b>Objective1</b>	To learn about the preparatory process of textile materials.				
	<ul style="list-style-type: none"> <li>➤ Preparation of samples for processing – Desizing.</li> <li>➤ Preparation of samples for processing – Scouring.</li> </ul>				
<b>Outcome 1</b>	<b>Students recognize the preparative process</b>				<b>K1</b>
<b>Unit – II</b>					
<b>Objective2</b>	To understand the preparatory process of textile materials.				
	<ul style="list-style-type: none"> <li>➤ Preparation of samples for processing – Bleaching.</li> <li>➤ Preparation of samples for processing – Mercerizing.</li> </ul>				
<b>Outcome 2</b>	<b>Leaner summarize the preparative process</b>				<b>K2</b>
<b>Unit – III</b>					
<b>Objective3</b>	To implement the dyeing methods of different source				
	<ul style="list-style-type: none"> <li>➤ Dyeing of fabric with one natural source</li> <li>➤ Dyeing of fabric with direct and Reactive dyes</li> </ul>				
<b>Outcome 3</b>	<b>They execute the dyeing process</b>				<b>K3</b>
<b>Unit- IV</b>					
<b>Objective4</b>	To experiment the dyeing techniques in different fabric				
	<ul style="list-style-type: none"> <li>➤ Dyeing of fabric with acid and basic dyes.</li> <li>➤ Dyeing of fabric with Disperse dyes.</li> </ul>				
<b>Outcome 4</b>	<b>Students compare the different types of dyeing</b>				<b>K4</b>
<b>Unit- V</b>					
<b>Objective5</b>	To design the Printing of cotton using block and screen printing.				
	Print the sample with following techniques – Stencil, Screen and Block.				
<b>Outcome 5</b>	<b>Students developed a design by printing techniques</b>				<b>K6</b>
<b>Online Resources</b>					
<a href="https://www.google.co.in/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=&amp;cad=rja&amp;uact=8&amp;ved=2ahUKEwjagPTX47OAAxU8-jgGHdj8AncQFnoECBsQAw&amp;url=https%3A%2F%2Ftextilelearner.net%2Fdesizing-process-in-textile-objectives-and-methods%2F%23%3A~%3Atext%3DDesizing%2520is%2520the%2520process%2520in%2Cby%2520incr easing%2520weft%2520insertion%2520speeds.&amp;usg=AOvVaw3AFNzoHPBzMjl6jfiVjzJ&amp;opi=89978449">https://www.google.co.in/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=&amp;cad=rja&amp;uact=8&amp;ved=2ahUKEwjagPTX47OAAxU8-jgGHdj8AncQFnoECBsQAw&amp;url=https%3A%2F%2Ftextilelearner.net%2Fdesizing-process-in-textile-objectives-and-methods%2F%23%3A~%3Atext%3DDesizing%2520is%2520the%2520process%2520in%2Cby%2520incr easing%2520weft%2520insertion%2520speeds.&amp;usg=AOvVaw3AFNzoHPBzMjl6jfiVjzJ&amp;opi=89978449</a>					
<a href="https://www.google.co.in/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=&amp;cad=rja&amp;uact=8&amp;ved=2ahUKEwit3f6B5LOAAxXxxDgGHTVWCKQQFnoECBQQAw&amp;url=https%3A%2F%2Fstudy.com%2Flearn%2Flesson%2Ftextile-testing-methods-3importance.html%23%3A~%3Atext%3DThere%2520are%2520a%2520few%2520basic%2Cchemical%2520traces%2520and%2520flammable%2520expectations.&amp;usg=AOvVaw3A0OqTvD4yIJ0KZiPRoPUH&amp;opi=89978449">https://www.google.co.in/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=&amp;cad=rja&amp;uact=8&amp;ved=2ahUKEwit3f6B5LOAAxXxxDgGHTVWCKQQFnoECBQQAw&amp;url=https%3A%2F%2Fstudy.com%2Flearn%2Flesson%2Ftextile-testing-methods-3importance.html%23%3A~%3Atext%3DThere%2520are%2520a%2520few%2520basic%2Cchemical%2520traces%2520and%2520flammable%2520expectations.&amp;usg=AOvVaw3A0OqTvD4yIJ0KZiPRoPUH&amp;opi=89978449</a>					
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>



### Course Outcome VS Programme Outcomes

<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
CO1	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)
CO2	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)
CO3	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	S(3)
CO4	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)
CO5	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)
<b>W.AV</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2.2</b>	<b>2.4</b>	<b>2.6</b>	<b>2.6</b>

**S–Strong (3), M-Medium (2), L-Low (1)**

### Course Outcome VS Programme Specific Outcomes

<b>CO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
CO1	S(3)	S(3)	M(2)	M(2)	M(2)
CO2	S(3)	S(3)	M(2)	M(2)	M(2)
CO3	S(3)	M(2)	S(3)	S(3)	M(2)
CO4	S(3)	M(2)	S(3)	S(3)	M(2)
CO5	S(3)	M(2)	S(3)	S(3)	S(3)
<b>W.AV</b>	<b>3</b>	<b>2.4</b>	<b>2.6</b>	<b>2.6</b>	<b>2.2</b>

**S–Strong (3), M-Medium (2), L-Low (1)**

IV- Semester					
Core	Course Code 2BF4J1	NSQF Level – 6 - Industrial Engineer (AMH/Q2001)	P	Credits: 4	Hours: 4
<b>Unit -I</b>					
<b>Objective1</b>	To teach knowledge about the concept of industrial engineering and plant layout				
<b>Industrial Engineering</b> - evolution, functions, concepts, applications scope in apparel industry, role of industrial engineers. Organization charts, worker functions and responsibilities. Site selection for textile industry; plant layout - Types of layouts suitable for textile industry, Methods to construct layout.					
<b>Outcome 1</b>	<b>Students can memorize the concept of industrial engineering</b>				<b>K1</b>
<b>Unit – II</b>					
<b>Objective2</b>	To summarize the production method				
<b>Fundamentals</b> – operations analysis and design, operations control and management. Productivity- concept, importance, factors affecting productivity, productivity measures, productivity resources, total productivity. Productivity - definition, measurement methods. Reduction of work content and ineffective time - the product, process, the management and the worker. Reasons for low productivity in apparel industry -the methods and measures for improvement.					
<b>Outcome 2</b>	<b>Leaner’s discuss about the apparel industry measuring methods</b>				<b>K2</b>
<b>Unit – III</b>					
<b>Objective3</b>	To implement the methods study in garment industry				
<b>Methods study</b> – Introduction, definition, objectives, procedure, process charts, process symbols and the techniques of recording, method analysis techniques, principles of motion economy. Charts - process chart, flow process chart, multiple activity chart. Diagrams - flow diagram, string diagram, cycle graph, Chrono cycle graph, travel chart. Method studies in garment manufacture industry.					
<b>Outcome 3</b>	<b>Execute the method analysis techniques in garment industry</b>				<b>K3</b>
<b>Unit-IV</b>					
<b>Objective4</b>	Examine in the motion study and work study in garment manufacturing				
<b>Motion study:</b> Principle, operation analysis, motion analysis, motion economy, two handed process chart and micro motion analysis. SIMO Chart. Motion studies in garment manufacture industry. <b>Work study:</b> Definition, purpose, importance, procedure and techniques. Work environment -lighting, ventilation, climatic condition, temperature control, humidity control and noise control measures. Safety in work station and work environment.					
<b>Outcome 4</b>	<b>To compare the motion study and work study</b>				<b>K4</b>
<b>Unit- V</b>					
<b>Objective5</b>	Appraise the work measures of samples from garment industry				
<b>Work measurement:</b> Definition, procedure, techniques and purpose. Time study - definition, purpose, equipment’s, forms, procedure, rating, allowances. Calculation of Standard Allowable Minutes (SAM). Predetermined Motion Time Standards (PMTS), General Sewing Data (GSD). Developments in work measurement. Samples from garment industry. Occupational health and safety.					
<b>Outcome 5</b>	<b>To plan the sample by using work measurement</b>				<b>K6</b>

### Suggested Readings:

- Babu, V. R. (2012). *Industrial engineering in apparel production*. Woodhead Publishing Limited.
- Jana, P., & Tiwari, M. (2020). *Industrial engineering in apparel manufacturing*. Apparel Resources Pvt. Ltd.
- Shtub, A., & Cohen, Y. (2015). *Introduction to Industrial Engineering*. CRC Press.
- Badiru, A. B. (2018). *The Story of Industrial Engineering: The Rise from Shop-floor Management to Modern Digital Engineering*. CRC Press.
- Akhil, J. K. (2016). *Apparel Engineering: Industrial Engineering Methods for Apparel Industry*. Amazon Asia Pacific Holdings Private Limited.
- Jana, P., & Tiwari, M. (2020). *Industrial engineering in apparel manufacturing*. Apparel Resources Pvt. Ltd.
- SSC – AMH – Approved QP & NOS: <https://www.sscamh.com/qualification-pack/AMH/Q2001>

### Online Resources

- <https://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiawu6X5LOAAxVKyZgGHSrLC04QFnoECCAQAQ&url=https%3A%2F%2Fwww.onlineclothingstudy.com%2F2021%2F10%2FIndustrial-engineering-in-garment.html&usg=AOvVaw1-CiyOpY3m6GzOrGR9Imeq&opi=89978449>
- <https://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiawu6X5LOAAxVKyZgGHSrLC04QFnoECA4QAw&url=https%3A%2F%2Frdnur.com%2Fapparel%2Findustrial-engineering-ie-in-apparel-industry%2F%23%3A~%3Atext%3DThe%2520idea%2520of%2520industrial%2520engineering%2Cpurpos e%2520of%2520maximizing%2520operational%2520efficiency.&usg=AOvVaw2NKBaYeQM7CF-xodkxDg-S&opi=89978449>
- <https://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiawu6X5LOAAxVKyZgGHSrLC04QFnoECEcQAQ&url=https%3A%2F%2Frdnur.com%2Fapparel%2Froles-of-industrial-engineering-in-garments-factory%2F&usg=AOvVaw0aP1g2aBOKBRD1E4D-t8nW&opi=89978449>

<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>
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### Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)
CO2	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)
CO3	S(3)	S(3)	S(3)	M(2)	S(3)	M(2)	M(2)	M(2)	S(3)	S(3)
CO4	S(3)	S(3)	S(3)	M(2)	S(3)	M(2)	M(2)	M(2)	S(3)	S(3)
CO5	S(3)	S(3)	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)
<b>W.AV</b>	<b>3</b>	<b>3</b>	<b>2.8</b>	<b>2</b>	<b>2.8</b>	<b>2.6</b>	<b>2.2</b>	<b>2.2</b>	<b>2.6</b>	<b>2.6</b>

S–Strong (3), M-Medium (2), L-Low (1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	S(3)	M(2)	M(2)	M(2)
CO2	S(3)	S(3)	M(2)	M(2)	M(2)
CO3	S(3)	S(3)	S(3)	M(2)	M(2)
CO4	S(3)	S(3)	S(3)	M(2)	M(2)
CO5	M(2)	M(2)	M(2)	S(3)	S(3)
<b>W.AV</b>	<b>2.8</b>	<b>2.8</b>	<b>2.4</b>	<b>2.2</b>	<b>2.2</b>

S–Strong (3), M-Medium (2), L-Low (1)

<b>V- Semester</b>					
<b>General</b>	<b>Course Code</b> 2BV5G1	<b>Entrepreneurship/Start-upSkills</b>	<b>T</b>	<b>Credits:</b> 3	<b>Hours:</b> 3
<b>Unit -I</b>					
<b>Objective 1</b>	<b>To develop and strengthen entrepreneurial skills and to motivate the students to become an entrepreneur</b>				
Dynamic Role of Small Business – Starting Small Business – Family Owned Business-Forms of Small Business.					
<b>Outcome 1</b>	Learners understand the fundamental concepts of Accounting				<b>K2</b>
<b>Unit – II</b>					
<b>Objective 2</b>	<b>To impart basic entrepreneurial skills and understanding to run a business efficiently and effectively.</b>				
Plan and Organize a Business –Becoming the Owner of a Small Business-Planning, Organizing and Managing a Small Business-Right Financing for Business -Market Goods and Services- Developing Marketing Strategies Promoting and Distributing.					
<b>Outcome 2</b>	<b>Students discuss the methods of planning and financing the business</b>				<b>K4</b>
<b>Unit – III</b>					
<b>Objective3</b>	<b>To Analyze Removing unemployment</b>				
Organize and Manage the Business - Manage Human Resources and Diversity in Small Companies - Maintain Good Relationships with Employees and Their Representatives - Operate the Business - Obtaining and Laying Out Operating Facilities - Purchasing, Inventory and Quality Control					
<b>Outcome 3</b>	<b>Students could be able to analyze the Diversity in Small Companies Purchasing, Inventory and Quality Control</b>				<b>K4</b>
<b>Unit-IV</b>					
<b>Objective4</b>	<b>Enhancing industrial development</b>				
Managing, growing and ending the new venture-Preparing for the new venture launch-early management decisions Managing early growth of the new venture-new venture expansion strategies					
<b>Outcome 4</b>	<b>Learners acquire knowledge on Managing, growing and ending the and expansion strategies of ventures</b>				<b>K4</b>
<b>Unit- V</b>					
<b>Objective5</b>	<b>Select a project/product</b>				
Entrepreneurship Development and Government: Role of Central Government and State Government in promoting Entrepreneurship - Introduction to various incentives, subsidies and grants - Export Oriented Units - Fiscal and Tax concessions available. Women Entrepreneurs Reasons for low / no women Entrepreneurs their Role, Problems and Prospects					
<b>Outcome 5</b>	<b>Students critically evaluate the Role of Central Government and State Government in promoting Entrepreneurs</b>				<b>K5</b>

**Suggested Readings:-**

ISED,(2015).IndiaS ups, Skills and Entrepreneurship .India: Institute of Small Enterprises and Development.

Leon C.Megginson.,& Mary Jane Byrd.(2013).Small Business Management- An Entrepreneur's Guidebook. NewYork: McGraw- Hill Education.

Nieu wenhuizen(ed),(2010).Basics of Entrepreneurship Series .Cape Town: Juta Limited.

Sangaram. Keshari Mohanty, (2005).Fundamentals of Entrepreneurship.NewDelhi:PHI Learning Pvt.Ltd

Satish Taneja, Entrepreneur Development",New Venture Creation. Robert D.Hisrich,MichaelP.Peters,"Entrepreneurship Development,Tata Mc GrawHilledition

**Online Resources**

[tps://innovationcluster.ca/blog/entrepreneurial-skills/](https://innovationcluster.ca/blog/entrepreneurial-skills/)

<https://businesscollective.com/13-startup-skills-essential-for-launching-a-business>

<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>
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**Course Outcome VS Programme Outcomes**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	M (2)	L(1)	L(1)	M (2)	L(1)	M(2)	L(1)	L(1)
CO2	S(3)	M(2)	S(3)	S(3)	S(3)	L(1)	L(1)	M(2)	L(1)	M(2)
CO3	M(2)	S(3)	L(1)	M(1)	M(2)	S(3)	M(2)	L(1)	M(2)	L(1)
CO4	M(2)	M(2)	M(2)	S(3)	M(2)	S (3)	L(1)	M(2)	L(1)	L(1)
CO5	M(2)	L(1)	M (2)	L(1)	M(2)	S (3)	M(2)	M(2)	S(3)	M(2)
<b>W.AV</b>	<b>2.4</b>	<b>2.2</b>	<b>2.0</b>	<b>1.8</b>	<b>2.0</b>	<b>2.4</b>	<b>1.4</b>	<b>1.8</b>	<b>1.6</b>	<b>1.4</b>

S–Strong(3),M-Medium(2),L-Low(1)

**Course Outcome VS Programme Specific Outcomes**

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L(3)	M(3)	S(2)	M(1)	L(1)
CO2	M(2)	L(1)	M(2)	L(2)	S(2)
CO3	S(3)	M(2)	L(2)	M(1)	L(1)
CO4	M(2)	S(1)	M(2)	L(3)	M(2)
CO5	S(3)	M(1)	L(1)	S(3)	M(2)
<b>W.AV</b>	<b>2.6</b>	<b>1.6</b>	<b>1.8</b>	<b>2.0</b>	<b>1.6</b>

S–Strong(3),M-Medium(2),L-Low(1)



Semester - V					
General	Course code: 2BV5G2	Quantitative Aptitude	P	Credits:	Hours
				2	: 2
<b>Unit - I</b>					
<b>Objective 1</b>	<b>To improve verbal ability skill and communicative skill of the students.</b>				
Numbers, HCF, LCM, Decimal Fractions, Simplification, Square Roots, cube roots, averages, Problems in numbers and ages					
<b>Outcome 1</b>	<b>It will improve verbal ability skill among students.</b>				<b>K1</b>
<b>Unit-II</b>					
<b>Objective 2</b>	<b>To enhance the analytical skill and problem solving skill of the students</b>				
Surds, Indices, Percentages, Profit and Loss, Ratio and Proportion, Partnership, ChainRule, Time and Work, Pipes and Distances.					
<b>Outcome 2</b>	<b>Students will communicate effectively &amp; appropriately in real life situation</b>				<b>K2</b>
<b>Unit III</b>					
<b>Objective 3</b>	<b>Enrich their knowledge and to develop their logical reasoning thinking ability</b>				
Time and distance, Problems on Trains, Boats and Streams, Allegation, Simple Interest, Compound Interest, Logarithms, Area					
<b>Outcome 3</b>	<b>Analyze the Problems logically and approach the problems in a different manner.</b>				<b>K4</b>
<b>Unit IV</b>					
<b>Objective 4</b>	<b>To prepare and explain the fundamentals related to various possibilities and probabilities related to quantitative aptitude.</b>				
Volume and Surface Area, Races and Games of Skill, Calendar, Clocks, Stocks and Shares, Permutation and Combination, Probability.					
<b>Outcome 4</b>	<b>Solve questions related to Time and distance and time and work etc. from company specific and other competitive tests.</b>				<b>K1,K3</b>
<b>Unit V</b>					
<b>Objective 5</b>	<b>To make them prepare for various public and private sector exams &amp; placement drives</b>				
True discount, Banker's Discount, Height and Distances, Odd man out and Series, Tabulation, Bar graphs, Pie charts, Line Graphs.					
<b>Outcome 5</b>	<b>Students will be able to prepare for various public and private sector exams &amp; placement drives.</b>				<b>K5</b>
<b>Suggested Readings:</b>					
<i>Aggarwal, R S. (2021). Quantitative Aptitude for Competitive Examinations. New Delhi: S Chand &amp; Co.Ltd.Barron's, (2016). Guide for GMAT. New Delhi: Galgotia Publications.</i>					

**Online Resource:**<https://www.geeksforgeeks.org/><https://www.indiabix.com/>

<b>K1- Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>
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**Course Outcome VS Programme Outcomes**

<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
CO1	S (3)	M (2)	S (3)	M(2)	S (3)	L (1)	M (2)	M (2)	L (1)	M (2)
CO2	S (3)	L (1)	M (2)	S (3)	L (1)	S (3)	M (2)	S (3)	M (2)	L (1)
CO3	L (1)	S (3)	S (3)	M (2)	L (1)	L (1)	S (3)	M (2)	M (2)	L (1)
CO4	L (1)	M (2)	M (2)	M (2)	L (1)	S (3)	L (1)	S (3)	S (3)	M (2)
CO5	M (2)	L (1)	L (1)	S (3)	M (2)	M (2)	S (3)	S (3)	S (3)	S (3)
<b>W.AV</b>	<b>2</b>	<b>1.8</b>	<b>2.2</b>	<b>2.4</b>	<b>1.6</b>	<b>2</b>	<b>2.2</b>	<b>2.6</b>	<b>2.2</b>	<b>1.8</b>

**S Strong (3), M Medium (2), Low (1)****Course Outcome VS Programme Specific Outcomes**

<b>CO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
CO1	L (1)	M (2)	S (3)	M (2)	S (3)
CO2	M (2)	M (2)	S (3)	L (1)	S (3)
CO3	S (3)	L (1)	L (1)	M (2)	M (2)
CO4	M (2)	S (3)	M (2)	S (3)	L (1)
CO5	L (1)	S (3)	M (2)	L (1)	M (2)
<b>W.AV</b>	<b>1.8</b>	<b>2.2</b>	<b>2.2</b>	<b>1.8</b>	<b>2.2</b>

**S Strong (3), M Medium (2), Low (1)**

Semester – V					
General	Course code: 2BV5G3	Fundamentals of Digital Privacy	T	Credits	Hours
				2	2
Unit – I					
<b>Objective 1</b>	<b>To impart fundamental understanding about the threads in the Digital World</b>				
<b>Introduction to Digital Safety:</b> Basics of Cyber Safety – Importance of cyber safety – Internet environments – Not all information is valid – Think before click – Reading URLs – Faking sites with URLs – Privacy – Encryption – Monitoring online activity – Identifying the devices use – Mobile devices – Physical Security. <b>Software problems and solutions:</b> Malware and Viruses – Antivirus – Antimalware - Staying Up-To-Date -Disaster Recovery.					
<b>Outcome 1</b>	<b>Get the knowledge to analyze and understand the threads in the digital platforms</b>			<b>K2</b>	
Unit-II					
<b>Objective 2</b>	<b>To understand various techniques to protect the privacy in digital platforms and Social media</b>				
<b>Before connecting to the Internet:</b> Securing Web Browser - Wi-Fi Security and Safety – Passwords: Strong Passwords - Changing Passwords - Password Policies - Setting Up Security Questions - Remembering Passwords – Tools – Firewalls. <b>Email safety and security:</b> Email Protection: Choosing an Email Client – Important to Block Remote Content - Dangers of an Attachment - Security Settings on Email Sites - Gmail Security – Encryption					
<b>Outcome 2</b>	<b>Protect the data, identity and privacy across the various digital platforms and social media</b>			<b>K4</b>	
Unit III					
<b>Objective 3</b>	<b>To understand availability of robust, strong cryptography</b>				
<b>Cybercrime:</b> Cybercriminal - Identity Theft - Social Engineering – Hacking: Hijacking/Hacked Accounts - Defaced Sites - Common Methods – Tools - Botnets and Rootkits - Protecting Yourself – Scams. <b>Protecting on social media:</b> Securing Social Media - Securing Facebook - Securing Twitter - Securing YouTube					
<b>Outcome 3</b>	<b>Knowledge for kids protection and technology beyond the people concern</b>			<b>K3</b>	
Unit IV					
<b>Objective 4</b>	<b>To Analyze for online jobs and protecting the reputations from security breach</b>				
<b>Finding a job online:</b> Looking for Work Online: Fraudulent Job Posts - Research the Company – Recruiters - Background and Credit Checks - Interviews - Online Resumes: Online Applications - Clean Up Your Digital Presence - Work-at-Home Scams - Securing LinkedIn. <b>Protecting your reputation:</b> Finding Yourself - Maintaining Privacy - Think Twice, Post Once - The Real World and Cyberspace - What to Do After a Security Breach - Digital Legacies.					
<b>Outcome 4</b>	<b>Computing the jobs in online and learn to secure the security breach.</b>			<b>K1</b>	

Unit V					
<b>Objective 5</b>	<b>To Evaluate the technology by protecting from persons and kids by cyber bullying</b>				
<b>Beyond technology-dealing with people:</b> Netiquette – Anonymity - Annoying and Abusive People - Online Chat - Meeting People in Person - Protecting Yourself. <b>Protecting your kids:</b> Passwords for Kids - Search Engines - Parental Controls – Location - Talking About What’s Inappropriate – Cyberbullying - Online Predators – Privacy.					
<b>Outcome 5</b>	<b>Revising the protected technology for kids in online predators by cyber bullying</b>				<b>K3</b>
<b>Suggested Readings:</b> John Sammons, Michael Cross. (2017). <i>The Basics of Cyber Safety Computer and Mobile Device Safety MadeEasy</i> . (1 <sup>st</sup> Edn.). Syngress - Elsevier. Rohit srivastwa (2020) BPB publications – My Data My Privacy My Choice HarperCollins; 1st edition (21 June 2018) - Privacy 3.0: Unlocking Our Data- Driven Future Denny Cherry. (2014). <i>The Basics of Digital Privacy: Simple Tools to Protect Your Personal Information andYour Identity Online</i> . (1 <sup>st</sup> Edn). Syngress - Elsevier.					
<b>Online Resource:</b> <a href="https://www.scribd.com/">https://www.scribd.com/</a> <a href="https://www.kobo.com/">https://www.kobo.com/</a>					
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>

### Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S (3)	S (3)	M (2)	M (2)	L (1)	M (2)	S (3)	M (2)	L (1)	M (2)
CO2	L (1)	M (2)	M (2)	S (3)	S (3)	L (1)	M (2)	S (3)	M (2)	L (1)
CO3	M (2)	S (3)	S (3)	L (1)	M (2)	S (3)	L (1)	S (3)	S (3)	S (3)
CO4	S (3)	M (2)	L (1)	M (2)	M (2)	S (3)	S (3)	M (2)	L (1)	S (3)
CO5	M (2)	L (1)	L (1)	S (3)	S (3)	L (1)	M (3)	L (1)	M (2)	L (1)
<b>W.AV</b>	<b>2.2</b>	<b>2.2</b>	<b>1.8</b>	<b>2.2</b>	<b>2.2</b>	<b>2</b>	<b>2.4</b>	<b>2.2</b>	<b>1.8</b>	<b>2</b>

**S Strong (3), M Medium (2), Low (1)**

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S (3)	M (2)	M (2)	L (1)	S (3)
CO2	M (2)	M (2)	L (1)	S (3)	S (3)
CO3	S (3)	S (3)	S (3)	L (1)	L (1)
CO4	M (2)	L (1)	M (2)	S (3)	M (2)
CO5	L (1)	L (1)	M (2)	S (3)	S (3)
<b>W.AV</b>	<b>2.2</b>	<b>1.8</b>	<b>2</b>	<b>2.2</b>	<b>2.4</b>

**S Strong (3), M Medium (2), Low (1)**



<b>V- Semester</b>					
<b>General</b>	<b>Course Code</b> 2BF5G4	<b>Textile Testing – Lab</b>	<b>P</b>	<b>Credits: 3</b>	<b>Hours:</b> 3
<b>Unit –I</b>					
<b>Objective1</b>	To learn the fibre testing methods of different fibre properties.				
	<ul style="list-style-type: none"> <li>➤ Identification of Textile Fibres – Visual, Burning, Microscopic and Solubility Test</li> <li>➤ Atmospheric condition – Relative humidity</li> </ul>				
<b>Outcome 1</b>	<b>Students can identify textile fibres &amp; its testing</b>				<b>K1</b>
<b>Unit – II</b>					
<b>Objective2</b>	To understand fibre and yarn properties & its testing				
	<ul style="list-style-type: none"> <li>➤ Fibre test - Identification of textile fibers - fibre length and uniformity, fibre fineness.</li> <li>➤ Yarn test – Yarn count and yarn twist</li> </ul>				
<b>Outcome 2</b>	<b>Students can summarize the fibre &amp; yarn testing</b>				<b>K2</b>
<b>Unit – III</b>					
<b>Objective3</b>	To demonstrate the various textile testing equipment				
	<ul style="list-style-type: none"> <li>➤ Fabric test - Fabric length, Width, Fabric weight</li> <li>➤ Testing of threads per inch / thread density – Pick glass and raveling method.</li> </ul>				
<b>Outcome 3</b>	<b>They execute various textile testing equipment in fabric</b>				<b>K3</b>
<b>Unit- IV</b>					
<b>Objective4</b>	To Examine the weave structure				
	<ul style="list-style-type: none"> <li>➤ Identification of Weave Structure – Plain weave and its derivatives</li> <li>➤ Identification of Weave Structure – Twill and satin Weave</li> </ul>				
<b>Outcome 4</b>	<b>They experiment the weave structure</b>				<b>K4</b>
<b>Unit- V</b>					
<b>Objective5</b>	To investigate the different fabric sample for wave structure				
	<ul style="list-style-type: none"> <li>➤ Identification of Weave Structure – Complex weave structure</li> <li>➤ Collection of different fabric sample</li> </ul>				
<b>Outcome 5</b>	<b>They design weave structure of different fabric sample</b>				<b>K6</b>
<b>Online Resources</b>					
<a href="https://www.google.co.in/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=&amp;cad=rja&amp;uact=8&amp;ved=2ahUKEwjU7aDC5LOAAxWExDgGHcPYBRcOFnoECCsOAO&amp;url=https%3A%2F%2Fwww.textileblog.com%2Ftextile-testing-types-importance%2F&amp;usq=AOvVaw1GO3eKaHTJXh5f1V_2AC0P&amp;opi=89978449">https://www.google.co.in/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=&amp;cad=rja&amp;uact=8&amp;ved=2ahUKEwjU7aDC5LOAAxWExDgGHcPYBRcOFnoECCsOAO&amp;url=https%3A%2F%2Fwww.textileblog.com%2Ftextile-testing-types-importance%2F&amp;usq=AOvVaw1GO3eKaHTJXh5f1V_2AC0P&amp;opi=89978449</a> <a href="https://www.google.co.in/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=&amp;cad=rja&amp;uact=8&amp;ved=2ahUKEwjU7aDC5LOAAxWExDgGHcPYBRcOFnoECCwOAO&amp;url=https%3A%2F%2Fstudy.com%2Facademy%2Flesson%2Fwhat-is-textile-testing-methods-importance.html&amp;usq=AOvVaw0ZAecwFaxhTHByP_3_kc3Y&amp;opi=89978449">https://www.google.co.in/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=&amp;cad=rja&amp;uact=8&amp;ved=2ahUKEwjU7aDC5LOAAxWExDgGHcPYBRcOFnoECCwOAO&amp;url=https%3A%2F%2Fstudy.com%2Facademy%2Flesson%2Fwhat-is-textile-testing-methods-importance.html&amp;usq=AOvVaw0ZAecwFaxhTHByP_3_kc3Y&amp;opi=89978449</a>					
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Anply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>



### Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)
CO2	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)
CO3	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)
CO4	S(3)	M(2)	M(2)	S(3)	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)
CO5	S(3)	M(2)	M(2)	S(3)	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)
<b>W.AV</b>	<b>3</b>	<b>2.6</b>	<b>2.6</b>	<b>3</b>	<b>2.6</b>	<b>3</b>	<b>2.4</b>	<b>2.4</b>	<b>2.4</b>	<b>2.4</b>

S–Strong (3), M-Medium (2), L-Low (1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	S(3)	M(2)	M(2)	M(2)
CO2	S(3)	S(3)	M(2)	M(2)	M(2)
CO3	S(3)	S(3)	M(2)	M(2)	M(2)
CO4	M(2)	M(2)	M(2)	S(3)	S(3)
CO5	S(3)	S(3)	M(2)	S(3)	S(3)
<b>W.AV</b>	<b>2.8</b>	<b>2.8</b>	<b>2.2</b>	<b>2.4</b>	<b>2.4</b>

S–Strong (3), M-Medium (2), L-Low (1)

V- Semester					
Core	Course Code 2BF5C1	Garment Quality Testing and Assurance	T	Credits:4	Hours:4
<b>Unit – I</b>					
<b>Objective1</b>	To know the importance of Quality terminologies				
<b>Quality terminologies</b> - Importance of Quality - Scope of Quality Control – Establishing Merchandising Standards – Standards: Definition and Sources of international standards - Objectives of testing – Atmospheric conditions for testing lab - Brief study on fibre and yarn properties.					
<b>Outcome 1</b>	<b>Students memorize the Quality terminologies</b>				<b>K1</b>
<b>Unit – II</b>					
<b>Objective2</b>	To understand the importance of quality parameters followed in Apparel manufacture.				
<b>Apparel manufacturer’s role in producing quality product</b> - Quality parameters of yarn: Yarn evenness & hairiness and their effect on fabric quality. Quality problems associated with fabric: defects in weaving, knitting, dyeing, printing process - Colour fastness to washing, rubbing, light.					
<b>Outcome 2</b>	<b>Students recognize the importance of quality parameters.</b>				<b>K2</b>
<b>Unit – III</b>					
<b>Objective3</b>	To demonstrate the fabric inspection system.				
<b>Inspection:</b> Definition, types and stages of inspection. In coming material inspection: Fabric inspection as per 4 point & 10 point system - Inspection of sewing threads, fusible interlinings, shoulder pad, labels, zipper, buttons and fasteners - Process inspection: Assessment of spreading, cutting, sewing room – Seaming defects – Control of fusing & embroidery operation.					
<b>Outcome 3</b>	<b>Students implement the fabric inspection system.</b>				<b>K3</b>
<b>Unit- IV</b>					
<b>Objective4</b>	To examine the Final inspection, TQM and QC Tools.				
<b>Final inspection</b> – Total quality management: Basic concepts, quality Principles, Barriers to TQM, TQM Implementation in manufacturing and service sectors. Basics of PDCA, Kaizen, and 5S - Application of seven QC tools in apparel industry.					
<b>Outcome 4</b>	<b>Students experiment the Final inspection</b>				<b>K4</b>
<b>Unit- V</b>					
<b>Objective5</b>	To value the ISO standards.				
<b>ISO 9000 Standards:</b> Meaning, Definition and Elements – Study on ISO 9001:2015 Guidelines and Standard Clauses - ISO 14000: EMS - ISO 8000: Social audit - Quality Manual and its contents – Accreditation and Certification agencies – Quality audit: Definition, types, audit procedure and requirements and characteristic of a Quality auditor.					
<b>Outcome 5</b>	<b>Students can judge the ISO standards.</b>				<b>K5</b>

**Suggested Readings:**

- Narayana, V. & Sreenivasan, N.S. (2007). *Quality Management – Concepts and Tasks*. New Delhi: New
- Brahams, S. B. (2016). *The fundamentals of quality assurance in the textile industry*. Productivity Press.
- Nayak, R., & Padhye, R. (Eds.). (2015). *Garment manufacturing technology*. Elsevier.
- Gaspa, S., Michel, C., & Nosch, M. L. (2017). *Textile Terminologies from the Orient to the Mediterranean and Europe, 1000 BC to 1000 AD*. Lulu. com.
- Habib, M. M., Cano, M., Viza, E., & Bakhshi, A. (2022). *Potential Effectiveness of Quality Tools and Techniques to Introduce Total Quality Management (TQM) in Ready Made Garment (RMG) Manufacturing Industries in Bangladesh*.
- Jana, P., & Tiwari, M. (Eds.). (2021). *Lean Tools in Apparel Manufacturing*. Woodhead Publishing.

**Online Resources**

- [https://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwji7-Du5LOAAxXPyzgGHaa\\_CZQQFnoECA4QAQ&url=https%3A%2F%2Ftechpacker.com%2Fblog%2Fmanufacturing%2Fall-about-quality-assurance-control%2F&usq=A0vVaw2byOh11LwpPNuIGkcOYUp8&opi=89978449](https://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwji7-Du5LOAAxXPyzgGHaa_CZQQFnoECA4QAQ&url=https%3A%2F%2Ftechpacker.com%2Fblog%2Fmanufacturing%2Fall-about-quality-assurance-control%2F&usq=A0vVaw2byOh11LwpPNuIGkcOYUp8&opi=89978449)
- [https://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwji7-Du5LOAAxXPyzgGHaa\\_CZQQFnoECA0QAQ&url=https%3A%2F%2Fwww.fibre2fashion.com%2Findustry-article%2F6333%2Fquality-assurance-in-garments&usq=A0vVaw01TGnCmuedO6XGqH1fBo-5&opi=89978449](https://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwji7-Du5LOAAxXPyzgGHaa_CZQQFnoECA0QAQ&url=https%3A%2F%2Fwww.fibre2fashion.com%2Findustry-article%2F6333%2Fquality-assurance-in-garments&usq=A0vVaw01TGnCmuedO6XGqH1fBo-5&opi=89978449)
- [https://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwji7-Du5LOAAxXPyzgGHaa\\_CZQQFnoECC4QAQ&url=https%3A%2F%2Ffashion2apparel.com%2Fquality-assurance-system-in-garment-industry%2F&usq=A0vVaw2DYxwImIDkqvP9XOW9xIx2&opi=89978449](https://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwji7-Du5LOAAxXPyzgGHaa_CZQQFnoECC4QAQ&url=https%3A%2F%2Ffashion2apparel.com%2Fquality-assurance-system-in-garment-industry%2F&usq=A0vVaw2DYxwImIDkqvP9XOW9xIx2&opi=89978449)

<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>
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**Course Outcome VS Programme Outcomes**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)
CO2	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)
CO3	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)
CO4	M(2)	S(3)	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)
CO5	S(3)	S(3)	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)
<b>W.AV</b>	<b>2.8</b>	<b>3</b>	<b>2.6</b>	<b>2.4</b>	<b>3</b>	<b>3</b>	<b>2.4</b>	<b>2.4</b>	<b>2.4</b>	<b>2.4</b>

S–Strong (3), M-Medium (2), L-Low (1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	S(3)	M(2)	M(2)	M(2)
CO2	S(3)	S(3)	M(2)	M(2)	M(2)
CO3	S(3)	S(3)	S(3)	M(2)	M(2)
CO4	M(2)	M(2)	S(3)	S(3)	S(3)
CO5	S(3)	M(2)	M(2)	S(3)	S(3)
<b>W.AV</b>	<b>2.8</b>	<b>2.6</b>	<b>2.4</b>	<b>2.4</b>	<b>2.4</b>

S-Strong (3), M-Medium (2), L-Low (1)



V- Semester					
Core	Course Code 2BF5E1	Wardrobe Planning and Clothing Care	T	Credits: 4	Hours: 4
<b>Unit – I</b>					
<b>Objective1</b>	To get an idea about the concepts of wardrobe planning.				
<b>Wardrobe</b> – Definition, Wardrobe Planning - Definition – Purpose of a wardrobe plan – Taste and clothing budget – Developing an individual clothing budget – Stretching the clothing income by sewing at home – Procedure for planning wardrobe – Needs of wardrobe planning – Essential considerations in wardrobe building – Building a versatile wardrobe – Wardrobe planning for different occasions.					
<b>Outcome 1</b>	<b>They identify the Wardrobe planning method and its importance in fashion field</b>				<b>K1</b>
<b>Unit – II</b>					
<b>Objective2</b>	To understand about the laundering and other finishing process.				
<b>Water-</b> types -Laundry soaps – Manufacture of soap (Hot process, cold process), composition of soap types of soap, soap less detergents, chemical action, detergent manufacture, advantages of detergents. Finishes – Stiffening Agents – Starch (cold water and hot water), Other stiffening agents, preparation of starch. Laundry blues, their application. Bleaching agent.					
<b>Outcome 2</b>	<b>They recognize about the laundering and other finishing process.</b>				<b>K2</b>
<b>Unit – III</b>					
<b>Objective3</b>	To demonstrate the laundry, drying & ironing equipments.				
<b>Laundry equipment</b> – for storage, for steeping and Washing – Wash board, suction washer, wash boiler, washing machine. Drying equipments – Outdoor and indoor types. Irons and ironing board – types of iron (box, flat, automatic, steam iron) - Ironing board – different types.					
<b>Outcome 3</b>	<b>Students execute the laundry, drying &amp; ironing equipments.</b>				<b>K3</b>
<b>Unit- IV</b>					
<b>Objective4</b>	To categorize the laundering agents, equipment used in clothing care.				
<b>Principles of washing</b> – suction washing, wash by kneading and squeezing, washing by machine - Process details and machine details. Laundering of different fabrics – cotton and linen, woollens, coloured fabrics, silks, rayon and nylon.					
<b>Outcome 4</b>	<b>Students experiment the laundering agents, equipment used in clothing care.</b>				<b>K4</b>
<b>Unit- V</b>					
<b>Objective5</b>	To appraise the Special types of Laundry & Care labels				
<b>Special types of Laundry</b> – water proof coats, silk ties, leather goods, furs, plastics, lace. Dry cleaning – using absorbents, using grease solvents. Storing – points to be noted. Stain removal – food stains, lead pencil, lipstick, mildew, nose drops, paint, perfume, perspiration / mildew, tar, turmeric and kum- kum. Care labels –washing, bleaching, Drying, ironing and different placements of label in garments.					
<b>Outcome 5</b>	<b>Students evaluate the Special types of Laundry &amp; Care labels.</b>				<b>K5</b>

**Suggested Readings:**

Gupta (et al.). (2009). *Text Book of Clothing and Textiles and Laundry*. New Delhi: Kalyani Publishers. Strasdin, K. (2017). *Inside the Royal Wardrobe: A Dress History of Queen Alexandra*. Bloomsbury Publishing. Romano, C. (2002). *Plan Your Wardrobe*. New Holland Pub Limited.

González Rodríguez, G., Gonzalez-Cava, J. M., & Méndez Pérez, J. A. (2020). *An intelligent decision support system for production planning based on machine learning*. *Journal of Intelligent Manufacturing*, 31(5), 1257- 1273.

**Online Resources**

[https://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwje-feK5bOAAxVr4TgGHfVvAakQFnoECA4QAQ&url=https%3A%2F%2Fwww.brainkart.com%2Farti-cle%2FWardrobe-Planning-37460%2F&usg=AOvVaw0ltaIsvEu9WSKkgM\\_ml4oz&opi=89978449](https://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwje-feK5bOAAxVr4TgGHfVvAakQFnoECA4QAQ&url=https%3A%2F%2Fwww.brainkart.com%2Farti-cle%2FWardrobe-Planning-37460%2F&usg=AOvVaw0ltaIsvEu9WSKkgM_ml4oz&opi=89978449)

<https://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwje-feK5bOAAxVr4TgGHfVvAakQFnoECCwQAQ&url=https%3A%2F%2Fwww.style-makeover-hq.com%2FWardrobe-planning.html&usg=AOvVaw2c-nx9EidoNtpXmCxW4vev&opi=89978449>

<https://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwje-feK5bOAAxVr4TgGHfVvAakQFnoECCsQAQ&url=https%3A%2F%2Fwww.imageconsultinginstitut-e.com%2Fblog%2FWardrobe-planning%2F&usg=AOvVaw2I72Ju3DN-HBvxdIyoXQ1&opi=89978449>

<https://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwje-feK5bOAAxVr4TgGHfVvAakQFnoECCsQAQ&url=https%3A%2F%2Fwww.imageconsultinginstitut-e.com%2Fblog%2FWardrobe-planning%2F&usg=AOvVaw2I72Ju3DN-HBvxdIyoXQ1&opi=89978449>

<https://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwje-feK5bOAAxVr4TgGHfVvAakQFnoECCsQAQ&url=https%3A%2F%2Fwww.imageconsultinginstitut-e.com%2Fblog%2FWardrobe-planning%2F&usg=AOvVaw2I72Ju3DN-HBvxdIyoXQ1&opi=89978449>

<https://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwje-feK5bOAAxVr4TgGHfVvAakQFnoECCsQAQ&url=https%3A%2F%2Fwww.imageconsultinginstitut-e.com%2Fblog%2FWardrobe-planning%2F&usg=AOvVaw2I72Ju3DN-HBvxdIyoXQ1&opi=89978449>

<https://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwje-feK5bOAAxVr4TgGHfVvAakQFnoECCsQAQ&url=https%3A%2F%2Fwww.imageconsultinginstitut-e.com%2Fblog%2FWardrobe-planning%2F&usg=AOvVaw2I72Ju3DN-HBvxdIyoXQ1&opi=89978449>

K1-Remember	K2-Understand	K3-Apply	K4-Analyze	K5-Evaluate	K6-Create
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**Course Outcome VS Programme Outcomes**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	M(2)	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)
CO2	S(3)	S(3)	M(2)	S(3)	S(3)	M(2)	S(3)	M(2)	M(2)	M(2)
CO3	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)
CO4	S(3)	S(3)	M(2)	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)
CO5	S(3)	S(3)	M(2)	S(3)	S(3)	M(2)	S(3)	S(3)	S(3)	S(3)
<b>W.AV</b>	<b>3</b>	<b>3</b>	<b>2.4</b>	<b>2.6</b>	<b>3</b>	<b>2.4</b>	<b>2.6</b>	<b>2.2</b>	<b>2.4</b>	<b>2.4</b>

S–Strong (3), M–Medium (2), L–Low (1)



### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	S(3)	M(2)	M(2)	M(2)
CO2	S(3)	S(3)	M(2)	M(2)	M(2)
CO3	S(3)	M(2)	S(3)	S(3)	S(3)
CO4	S(3)	M(2)	S(3)	S(3)	S(3)
CO5	M(2)	M(2)	S(3)	S(3)	S(3)
<b>W.AV</b>	<b>2.8</b>	<b>2.4</b>	<b>2.6</b>	<b>2.6</b>	<b>2.6</b>

**S–Strong (3), M-Medium (2), L-Low (1)**



V- Semester					
Core	Course Code 2BF5E2	Indian Traditional Textiles and Costumes	T	Credits: 4	Hours: 4
<b>Unit –I</b>					
<b>Objective1</b>	To learn the origin of costumes and study the ancient to modern time costume.				
<b>Origin of Costumes</b> , Theories of clothing origin, Invention of needle, Development of sewing, Development of garment styles. Role of costumes. History of Indian Garments from ancient to modern times. Ethnic wear and costumes.					
<b>Outcome 1</b>	<b>Students will be able to identify the ancient costume.</b>				<b>K1</b>
<b>Unit – II</b>					
<b>Objective2</b>	To summarize the Traditional Woven Textiles & Traditional printed and dyed Textiles				
<b>Traditional Woven Textiles</b> - Dacca muslin, Jamdani, Chanderi, Baluchar Buttedar, Brocades- Kam Kawab, Paithani, Peethamber, Kancheepuram brocade, Banaras brocade, Himrus and Amrus, Kashmiri shawl. <b>Traditional printed and dyed Textiles</b> - Printed Textiles: Kalamkari. Block printing, Roghan printing and other printed and painted textiles (Mata – mi- pachedi, Pabuji-ka-pad). <b>Dyed Textiles:</b> Ikat, Patola, Bandhani, Laharia, Mashru.					
<b>Outcome 2</b>	<b>Students classify the Traditional Woven Textiles &amp; printed Textiles</b>				<b>K2</b>
<b>Unit – III</b>					
<b>Objective3</b>	To demonstrate the Costumes of India				
<b>Costumes of India</b> – Traditional Costume of different States of India -Tamil Nadu, Kerala , Andhra Pradesh ,Karnataka, Assam, Orissa, Bihar, Mizoram, Nagaland, West Bengal.					
<b>Outcome</b>	<b>Students interpret the Costumes of India</b>				<b>K3</b>
<b>Unit- IV</b>					
<b>Objective4</b>	To analyze the Traditional & Historic costumes of different States of India				
<b>Traditional Costume of different States of India;</b> Maharastra, Rajasthan, Haryana, Himachal Pradesh, Uttar Pradesh, Jammu and Kashmir, Gujarat, Madhya Pradesh. <b>Historic costumes</b> – Indus valley, Mauryan and Sunga period, Gupta period, Mughal period, British period.					
<b>Outcome 4</b>	<b>They can examine the Traditional &amp; Historic costumes of different States of India</b>				<b>K4</b>
<b>Unit- V</b>					
<b>Objective5</b>	To evaluate the Traditional embroideries of India				
<b>Traditional embroideries of India</b> – Origin, Embroidery stitches used –embroidery of Kashmir, Phulkari of Punjab ,Gujarat – Kutch and Kathiawar, embroidery of Rajasthan, Kasuti of Karnataka ,Chicken work of Lucknow, Kantha of Bengal – in all the above – types and colours of fabric /thread.					
<b>Outcome 5</b>	<b>Appraise the Traditional embroideries of India</b>				<b>K5</b>

**Suggested Readings:**

Biswas, A. (2017). *Indian costumes*. Publications Division Ministry of Information & Broadcasting.

Kumari, P. (2021). *Innovation in Design of Traditional Mashru Textile for Product Diversification* (Doctoral dissertation, Maharaja Sayajirao University of Baroda (India)).

Kalaiya, V. B. (2019). *Documentation of Traditional Costumes of Rulers of Kachchh* (Doctoral dissertation, Maharaja Sayajirao University of Baroda (India)).

Gandhi, K. (Ed.). (2019). *Woven textiles: Principles, technologies and applications*. Woodhead Publishing.

Haq, U. N., & Ite, T. A. (2022). Exploratory Study of Textile Undergraduates' Knowledge and Perception towards Eco-Friendly Clothing in Bangladesh. *Tekstilec*, 65(1).

**Online Resources**

<https://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKewj1q6o5b>

[OAAxUPwTgGHSd9AUsQFnoECA4QAQ&url=https%3A%2F%2Fwww.researchgate.net%2Fpublication%2F2157](https://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKewj1q6o5b)

[57088 Traditional indian Costumes and Textiles&usg=AOvVaw3vJcP\\_X9YpMurp3\\_2a85E5&opi=89978449](https://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKewj1q6o5b)

<https://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKewj1q6o5b>

[OAAxUPwTgGHSd9AUsQFnoECBIQAQ&url=https%3A%2F%2Ftextilevaluechain.in%2FIn-depth-analysis%2Farticles%2Ftraditional-textiles%2Fhistory-of-indian-costumes%2F&usg=AOvVaw0DK\\_qGto8Fq\\_6T92arSzHa&opi=89978449](https://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKewj1q6o5b)

<https://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKewj1q6o5b>

[OAAxUPwTgGHSd9AUsQFnoECDoQAQ&url=http%3A%2F%2Fwww.indianculture.gov.in%2Fbooks%2Fcostumes-and-textiles-india&usg=AOvVaw28T5lsZBfbDPNkoiQffPZF&opi=89978449](https://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKewj1q6o5b)

mes-and-textiles-india&usg=AOvVaw28T5lsZBfbDPNkoiQffPZF&opi=89978449

<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>
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**Course Outcome VS Programme Outcomes**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	S(3)	M(2)	M(2)
CO2	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	S(3)	M(2)	M(2)
CO3	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	S(3)	M(2)	M(2)
CO4	S(3)	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)	S(3)	S(3)	S(3)
CO5	S(3)	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)	S(3)	S(3)	S(3)
<b>W.AV</b>	<b>3</b>	<b>2.6</b>	<b>2.6</b>	<b>2.6</b>	<b>2.4</b>	<b>3</b>	<b>2.6</b>	<b>3</b>	<b>2.4</b>	<b>2.4</b>

S–Strong (3), M-Medium (2), L-Low (1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	S(3)	M(2)	S(3)	M(2)
CO2	S(3)	S(3)	M(2)	S(3)	M(2)
CO3	S(3)	M(2)	S(3)	S(3)	S(3)
CO4	S(3)	M(2)	S(3)	S(3)	S(3)
CO5	M(2)	S(3)	S(3)	S(3)	S(3)
<b>W.AV</b>	<b>2.8</b>	<b>2.6</b>	<b>2.6</b>	<b>3</b>	<b>2.6</b>

S–Strong (3), M-Medium (2), L-Low (1)



V- Semester					
Core	Course Code 2BF5P1	CAD – Lab – III	P	Credits: 3	Hours: 3
<b>Unit –I</b>					
<b>Objective1</b>	To learn the Basic patterns , basic tools and its application				
	<ul style="list-style-type: none"> <li>➤ Drafting Basic patterns for children, ladies and men’s apparel.</li> <li>➤ Introduction basic tools, application, making patterns for different age group.</li> </ul>				
<b>Outcome 1</b>	<b>Students can identify textile fibres &amp; its testing</b>				<b>K1</b>
<b>Unit – II</b>					
<b>Objective2</b>	To summarize the Dart manipulation drafting				
	➤ Dart manipulation drafting the different types of sleeve, collar yoke, Pockets.				
<b>Outcome 2</b>	<b>Students can identify to manipulate the dart</b>				<b>K2</b>
<b>Unit – III</b>					
<b>Objective3</b>	To demonstrate the Drafting, Lay planning and pattern grading of Kids apparel				
	➤ Drafting, Lay planning and pattern grading of Kids apparel - Bib, A - Line frock, Plain frock, Jhabla.				
<b>Outcome 3</b>	<b>Leaner’s execute the Drafting and pattern grading of Kids</b>				<b>K3</b>
<b>Unit- IV</b>					
<b>Objective4</b>	To examine the Drafting, Lay planning and pattern grading of Women's apparel				
	➤ Drafting, Lay planning and pattern grading of Women's apparel - Salwar, Kameez, Chudidhar, Nightie.				
<b>Outcome 4</b>	<b>Students can experiment the Drafting and pattern grading of Women's apparel</b>				<b>K4</b>
<b>Unit- V</b>					
<b>Objective5</b>	To construct a Drafting, Lay planning and pattern grading of Men's apparel				
	➤ Drafting, Lay planning and pattern grading of Men's apparel- Basic T-shirt with sleeve. Track suit, Men’s kurta, Bermuda with side pocket.				
<b>Outcome 5</b>	<b>To develop Drafting, Lay planning and pattern grading of Men's apparel</b>				<b>K6</b>
<b>Online Resources</b>					
<a href="https://www.google.co.in/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=&amp;cad=rja&amp;uact=8&amp;ved=2ahUKEwjf4Pjm5bOAAx">https://www.google.co.in/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=&amp;cad=rja&amp;uact=8&amp;ved=2ahUKEwjf4Pjm5bOAAx</a>					
<a href="https://www.google.co.in/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=&amp;ved=2ahUKEwjf4Pjm5bOAAx">wjkPLD5bOAAxUZ1DgGHajFAZMQFnoECBQQAQ&amp;url=https%3A%2F%2Fwww.sculpteo.com%2Fen%2F3d-learning-hub%2F3d-printing-software%2Fbest-cad-fashion-design-software%2F&amp;usg=AOvVaw0wkYzrKMDGyCCNEmaH1T0&amp;opi=89978449</a>					
<a href="https://www.google.co.in/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=&amp;ved=2ahUKEwjf4Pjm5bOAAx">https://www.google.co.in/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=&amp;ved=2ahUKEwjf4Pjm5bOAAx</a>					
<a href="https://www.google.co.in/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=&amp;cad=rja&amp;uact=8&amp;ved=2ahUKEwjf4Pjm5bOAAxXWxTgGHSvFBfkQFnoECBMQAQ&amp;url=https%3A%2F%2Fwww.autodesk.in%2Fsolutions%2Fcad-software&amp;usg=AOvVaw0zVzF3Fhl_MegVZFarMCaY&amp;opi=89978449">XWxTgGHSvFBfkQFnoECBMQAQ&amp;url=https%3A%2F%2Fwww.autodesk.in%2Fsolutions%2Fcad-software&amp;usg=AOvVaw0zVzF3Fhl_MegVZFarMCaY&amp;opi=89978449</a>					
<a href="https://www.google.co.in/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=&amp;cad=rja&amp;uact=8&amp;ved=2ahUKEwjf4Pjm5bOAAxXWxTgGHSvFBfkQFnoECDwQAQ&amp;url=https%3A%2F%2Fwww.trustradius.com%2Fcomputer-aided-design-cad&amp;usg=AOvVaw3V_zgoFhJZuM_nu7NkxSR_&amp;opi=89978449">https://www.google.co.in/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=&amp;cad=rja&amp;uact=8&amp;ved=2ahUKEwjf4Pjm5bOAAxXWxTgGHSvFBfkQFnoECDwQAQ&amp;url=https%3A%2F%2Fwww.trustradius.com%2Fcomputer-aided-design-cad&amp;usg=AOvVaw3V_zgoFhJZuM_nu7NkxSR_&amp;opi=89978449</a>					
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>

### Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)
CO2	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)
CO3	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)
CO4	S(3)	M(2)	S(3)	S(3)	S(3)	M(2)	S(3)	M(2)	S(3)	S(3)
CO5	S(3)	M(2)	S(3)	S(3)	S(3)	M(2)	S(3)	M(2)	S(3)	S(3)
<b>W.AV</b>	<b>3</b>	<b>2.6</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2.6</b>	<b>2.4</b>	<b>2</b>	<b>2.4</b>	<b>2.4</b>

S–Strong (3), M-Medium (2), L-Low (1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	S(3)	M(2)	S(3)	S(3)
CO2	S(3)	S(3)	M(2)	S(3)	S(3)
CO3	S(3)	M(2)	S(3)	S(3)	S(3)
CO4	M(2)	S(3)	M(2)	S(3)	S(3)
CO5	M(2)	S(3)	S(3)	S(3)	M(2)
<b>W.AV</b>	<b>2.6</b>	<b>2.8</b>	<b>2.4</b>	<b>3</b>	<b>2.8</b>

S–Strong (3), M-Medium (2), L-Low (1)



V- Semester					
Core	Course Code 2BF5P2	Garment Construction – Lab - Adult Wear	P	Credits: 4	Hours: 4
<b>Unit – I</b>					
<b>Objective1</b>	To explain the basic bodice pattern & garment				
	<ul style="list-style-type: none"> <li>➤ Prepare the pattern for basic bodice block.</li> <li>➤ Design and stitch the garment- Six core petticoat, Chudidhar.</li> </ul>				
<b>Outcome 1</b>	<b>They memorize the basic bodice pattern</b>				<b>K1</b>
<b>Unit – II</b>					
<b>Objective2</b>	To describe the paper pattern & stitching of salwar, kameez, nightie				
	➤ Prepare the paper pattern and stitch the garment – Salwar, Kameez, Nightie.				
<b>Outcome 2</b>	<b>They summarize the paper pattern and stitch the garment – Salwar, Kameez, Nightie.</b>				<b>K2</b>
<b>Unit – III</b>					
<b>Objective3</b>	To demonstrate the paper pattern and stitch the garment - Blouse, Katori blouse.				
	➤ Drafting, Lay planning and pattern grading of Kids apparel - Bib, A - Line frock, Plain frock, Jhabla.				
<b>Outcome 3</b>	<b>Leaner’s execute the Drafting and pattern grading of Kids</b>				<b>K3</b>
<b>Unit- IV</b>					
<b>Objective4</b>	To examine the garment – Casual shirt, Formal shirt.				
	➤ Prepare the paper pattern and stitch the garment – Casual shirt, Formal shirt.				
<b>Outcome 4</b>	<b>They experiment the garment – Casual shirt, Formal shirt.</b>				<b>K4</b>
<b>Unit- V</b>					
<b>Objective5</b>	To create the garment – SB waist coat, Pleated pant.				
	➤ Prepare the paper pattern and stitch the garment – SB waist coat, Pleated pant.				
<b>Outcome 5</b>	<b>They can construct a garment – SB waist coat, Pleated pant.</b>				<b>K6</b>
<b>Online Resources</b>					
<a href="https://www.google.co.in/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=&amp;cad=rja&amp;uact=8&amp;ved=2ahUKEwiyzr2M5rOAAxUGzjgGHZSYCOAQtwJ6BAhAEAI&amp;url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3D202mvOgsOT8&amp;usg=AOvVaw0dEGsTcsiIvIFj70gawIQy&amp;opi=89978449">https://www.google.co.in/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=&amp;cad=rja&amp;uact=8&amp;ved=2ahUKEwiyzr2M5rOAAxUGzjgGHZSYCOAQtwJ6BAhAEAI&amp;url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3D202mvOgsOT8&amp;usg=AOvVaw0dEGsTcsiIvIFj70gawIQy&amp;opi=89978449</a> <a href="https://www.google.co.in/search?">https://www.google.co.in/search?</a>					
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>

### Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)
CO2	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)
CO3	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)
CO4	M(2)	M(2)	S(3)	M(2)	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)
CO5	M(2)	M(2)	S(3)	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)
<b>W.AV</b>	<b>2.6</b>	<b>2.6</b>	<b>3</b>	<b>2.6</b>	<b>3</b>	<b>3</b>	<b>2.4</b>	<b>2.4</b>	<b>2.4</b>	<b>2.4</b>

S–Strong (3), M-Medium (2), L-Low (1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	S(3)	M(2)	S(3)	M(2)
CO2	S(3)	S(3)	M(2)	S(3)	M(2)
CO3	S(3)	M(2)	S(3)	S(3)	S(3)
CO4	M(2)	S(3)	S(3)	M(2)	S(3)
CO5	S(3)	S(3)	M(2)	S(3)	S(3)
<b>W.AV</b>	<b>2.8</b>	<b>2.8</b>	<b>2.4</b>	<b>2.8</b>	<b>2.6</b>

S–Strong (3), M-Medium (2), L-Low (1)

<b>V- Semester</b>					
<b>Core</b>	<b>Course Code 2BF5P3</b>	<b>Domain Study</b>	<b>P</b>	<b>Credits: 2</b>	<b>Hours: 2</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ To identify the theoretical knowledge with specific domain</li> <li>➤ To make the students to understand the problems find out in the respective domains</li> <li>➤ To demonstrate the product based research ideas in selected field.</li> <li>➤ To examine the sequential process involved in the product development.</li> <li>➤ To enable the students to development formulate various hypothesis.</li> </ul>				
<p>➤ Each student will be assigned to an Internal guide by the Director, Alagappa Institute of Skill Development at the starting of V semester. The students have to choose a particular domain / application area which is practiced in their respective Industries in consultation with the Internal guide. The students have to study their domain extensively in consultation of the Internal guide at the outside of the class hours throughout the semester. This study would covers, characteristics and functionalities of the domain / area, analysis, problem identification, design of solution and etc. At the end of the semester, the student should prepare a domain study report (not less than 30 pages, A4 size) and submit the same to the Internal guide for evaluation. The Internal guide will evaluate the domain study report for 25 marks and this will be treated as Internal marks. The external evaluation for the domain study will be done by conducting viva-voce for 75 marks by the Department with two examiners and the cumulative 100 marks will be given by the Department.</p>					
<b>Outcome</b>	<ul style="list-style-type: none"> <li>➤ Identify the problems in a domain.</li> <li>➤ Obtain knowledge for understanding the problems</li> <li>➤ Exploring and applying the new techniques in the process.</li> <li>➤ To experiment the product development.</li> <li>➤ To create prototypes to solve the problems.</li> </ul>				

### Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)
CO2	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)
CO3	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)
CO4	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)
CO5	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	S(3)	S(3)
<b>W.AV</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2.4</b>	<b>2.4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>

S–Strong (3), M-Medium (2), L-Low (1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	S(3)	M(2)	S(3)	M(2)
CO2	S(3)	S(3)	M(2)	S(3)	S(3)
CO3	S(3)	S(3)	M(2)	S(3)	S(3)
CO4	M(2)	S(3)	S(3)	S(3)	S(3)
CO5	S(3)	S(3)	S(3)	S(3)	S(3)
<b>W.AV</b>	<b>2.8</b>	<b>3</b>	<b>2.4</b>	<b>3</b>	<b>2.8</b>

S–Strong (3), M-Medium (2), L-Low (1)

Semester-V I					
General	Course code: 2BV6G1	Corporate Grooming and Finishing skills	T	Credits: 4	Hours 4
<b>Unit-I</b>					
<b>Objectives 1</b>	<b>To enhance and sharpen the required skills and proper business etiquettes among the students to build good corporate relationship with the customers and their colleagues.</b>				
<b>Professionalism:</b> Professional approach & behavior–rationalvs. Emotional decisions–analysis of self- competence and self-confidence–qualities of an effectiveexecutive					
<b>Outcome 1</b>	<b>Learners understand the Professionalism and approaches in it.</b>			<b>K2</b>	
<b>Unit-II</b>					
<b>Objectives 2</b>	<b>To impart the knowledge about Skills in Business Environment.</b>				
<b>Corporate Etiquette:</b> Dressing occasions – formal – semi formal and informal – Eating habits– Table manners – Body language: Kinesics and proximity					
<b>Outcome 2</b>	<b>Students compare the various methods of eating and Dressing occasions.</b>			<b>K4</b>	
<b>Unit-III</b>					
<b>Objectives 3</b>	<b>To Making a First Great Impression and personal grooming.</b>				
<b>Leadership and Power:</b> Meaning– Importance–Leadership styles–Theories–Leaders Vs Managers– Sources of power– Power centers–Power and Politics.					
<b>Outcome 3</b>	<b>Students could be able to distinguish the different styles of leadership and Learn the theories.</b>			<b>K4</b>	
<b>Unit-IV</b>					
<b>Objectives 4</b>	<b>To Business Card Etiquette and conversation techniques.</b>				
<b>Front Office Skills:</b> Reception and Greeting – Telephone manners – effective visitor appointments management – Preparation to attend office meetings – preparation to hold office meetings					
<b>Outcome 4</b>	<b>Learners could be able to classify and express the Process of telephone conversation and could be able to conduct office</b>				
<b>Unit -V</b>					
<b>Objectives 5</b>	<b>To develop body language and networking.</b>				
<b>Documentation:</b> Objectives, Report methods, and Report for media? writing, How to write minutes, Preparation					
<b>Outcome 5</b>	<b>Students could be able to Evaluate the report writing methods and to interact to media.</b>			<b>K5</b>	
<b>Suggested Readings:</b>					
BarunMithra,(2016).PersonalityDevelopmentandSoftSkills.NewDelhi:OxfordUniversityPressIn dia.					
Lesikar&Flatley.(2005).Basic Business Communication. New Delhi: TataMcGrawHill.					
Naveen Kumar, & Sudan, A.S. (2004). Managerial Skill Development. New Delhi:					

Anmol Publications. Sarvesh Gulati, (2012). Corporate Grooming and Etiquette. Kolkatta: Rupa Publications. Fred Luthans, Organisational Behavior, McGrawHill, 12<sup>th</sup> Edition, 2005.

**Online Resources:**

www.executiveworld.com.

[www.selfconfid.co.ukk](http://www.selfconfid.co.ukk).

www.senselang.com.

www.managementstudyguide.com/corporate-dressing-and-personal-grooming.htm

<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>
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**Course Outcome VS Programme Outcomes**

<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
CO1	S(3)	S(3)	L(1)	M(2)	L(1)	S(3)	L(1)	S(3)	L(1)	L(1)
CO2	L(1)	L(1)	M(2)	L(1)	L(1)	S(3)	L(1)	M(2)	L(1)	L(1)
CO3	M(2)	M(2)	L(1)	L(1)	M(2)	S(3)	M(2)	M(2)	M(2)	L(1)
CO4	M(2)	M(2)	M(2)	L(1)	M(2)	S(3)	M(2)	M(2)	M(2)	L(1)
CO5	L(1)	L(1)	-	L(1)	M(2)	S(3)	M(2)	M(2)	M(2)	L(1)
<b>W.AV</b>	<b>1.8</b>	<b>1.6</b>	<b>1.2</b>	<b>1.2</b>	<b>1.6</b>	<b>3</b>	<b>1.6</b>	<b>2</b>	<b>1.6</b>	<b>1</b>

S–Strong(3),M-Medium(2),L-Low(1)

**Course Outcome VS Programme Specific Outcomes**

<b>CO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
CO1	S(3)	S(3)	M(2)	L(1)	L(1)
CO2	M(2)	M(2)	M(2)	M(2)	M(2)
CO3	M(2)	M(2)	M(2)	L(1)	M(2)
CO4	M(2)	L(1)	M(2)	S(3)	M(2)
CO5	M(2)	L(1)	M(2)	S(3)	M(2)
<b>W.AV</b>	<b>2</b>	<b>1.8</b>	<b>2</b>	<b>2</b>	<b>1.8</b>

S–Strong(3),M-Medium(2),L-Low(1)



Semester - VI					
General	Course Code: 2BV6G2	Fundamentals of Digital Marketing	T	Credits:	Hours:
				4	4
Unit - I					
<b>Objective 1</b>	<b>To remember the digital evolution of marketing with its business strategy</b>				
Digital evolution of marketing - The changing face of advertising- The Technology behind Digital Marketing - Strategic thinking- Digital Marketing Strategy- business and digital marketing - Understanding the digital consumer.					
<b>Outcome 1</b>	<b>Revise the digital evolution by changing the face of advertising in modern technology</b>				<b>K2</b>
Unit-II					
<b>Objective 2</b>	<b>To understand the concept of the digital world website for hosting and developing the web pages with cost estimate and budget</b>				
Digital World-website-the hub of digital marketing world- Building an effective website- Choosing domain name-Hosting websites home on the internet- How to choose a web designer/developer-Arranging information writing effective web content -website intelligence - Way to digital marketing success - Information measured – Digital Marketing Budgeting - resource planning - cost estimating - cost budgeting - cost control					
<b>Outcome 2</b>	<b>Discussing the website hosting and web content from designer for the digital marketing purposes.</b>				<b>K1</b>
Unit III					
<b>Objective 3</b>	<b>To apply the knowledge in sending the mail with the measurement and using the dash board all in one place</b>				
E-Mail Marketing - The new direct mail- Planning campaign - Measuring success- vital component of e-mail marketing - Social media and online consumer engagement – social media - Different forms of social media - Social media dashboard - All update in one place- Rules of engagement - Adding social media to own site.					
<b>Outcome 3</b>	<b>Analyzing the dashboard information in e-mail marketing with online consumer engagement.</b>				<b>3</b>
Unit IV					
<b>Objective 4</b>	<b>To evaluate the online channels and monitoring the conversation with online image with affiliated marketing</b>				
Online PR and Reputation management - Fostering a positive online Image - Promoting business through online channels - Monitoring the conversation - Reputation management - Affiliate marketing and strategic partnerships - Recognizing opportunities for strategic partnerships - Affiliate marketing.					
<b>Outcome 4</b>	<b>Demonstrate the conversation of marketing in recognizing opportunities in partnerships.</b>				<b>K4</b>
Unit V					
<b>Objective 5</b>	<b>To evaluate the payment systems in social media with cyber wallets and processing the legal issues with intellectual property rights</b>				
Payment Systems and web customers, Social, ethical and legal aspects- cyber wallets, mobile payment, NFC, payment service providers – PayPal, PayTM etc.- payment gateways- standards, integration, banking and legal issues - Access, adaptation and attitudes. Customer satisfaction and loyalty - Privacy, Intellectual Property Rights, trademarks, copyrights, network innovations and patents.					
<b>Outcome 5</b>	<b>Using the payment gateway for the banking and social aspects with customer satisfaction and loyalty.</b>				<b>K2,K5</b>

**Suggested Readings:**

Anmarie Hanlon, (2019). *Digital Marketing - Strategic planning and Integration*. New Delhi: SAGE India Publication.

Damian Ryan, Kogan (2020) *Understanding Digital Marketing A Complete Guide to Engaging Customers and Implementing Successful Digital Campaigns*.

Ian Dodson, (2016). *The Art of Digital Marketing - The Definitive Guide to Creating Strategies Targeted and Measurable Online Campaigns*. New Delhi: Wiley India Publications.

*E-Commerce: An Indian Perspective Paperback – Import, 30 Oct 2019-by P. T. Joseph.*

*E-Commerce: An Indian Perspective Paperback – Import, 10 Oct 2019 -by S. J.P. T. Joseph.*

**Online Resource:**

<https://www.mygreatlearning.com/>

<https://www.classcentral.com/>

<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>
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**Course Outcome VS Programme Outcomes**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S (3)	M (2)	M (2)	L (1)	S (3)	M (2)	S (3)	L (1)	L (1)	M (2)
CO2	M (2)	M (2)	L (1)	M (2)	L (1)	S (3)	S (3)	M (2)	M (2)	L (1)
CO3	L (1)	S (3)	M (2)	S (3)	S (3)	L (1)	M (2)	S (3)	S (3)	L (1)
CO4	L (1)	L (1)	S (3)	M (2)	L (1)	S (3)	M (2)	M (2)	M (2)	S (3)
CO5	M (2)	M (2)	S (3)	L (1)	S (3)	S (3)	L (1)	M (2)	S (3)	M (2)
<b>W.A V</b>	<b>1.8</b>	<b>2</b>	<b>2.2</b>	<b>1.8</b>	<b>2.2</b>	<b>2.4</b>	<b>2.2</b>	<b>2</b>	<b>2.2</b>	<b>1.8</b>

**S Strong (3), M Medium (2), Low (1)**

**Course Outcome VS Programme Specific Outcomes**

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S (3)	M (2)	L (1)	S (3)	M (2)
CO2	S (3)	L (1)	S (3)	M (2)	S (3)
CO3	L (1)	M (2)	M (2)	S (3)	M (2)
CO4	M (2)	S (3)	M (2)	L (1)	M (2)
CO5	S (3)	M (2)	L (1)	S (3)	L (1)
<b>W.AV</b>	<b>2.4</b>	<b>2</b>	<b>1.8</b>	<b>2.4</b>	<b>2</b>

**S Strong (3), M Medium (2), Low (1)**

Semester-VI						
General	Course code:	Interview skills		T	Credits:	Hours:
	2BV6G3				2	2
<b>Unit I</b>						
<b>Objective 1</b>	<b>To improve the skills of the students to prepare and face the interview process.</b>					
<b>Basic of Interview</b> Important aspects of interview-Maintaining interview files-Important of background information about the job, the organization and the interviewer-Things to do before interview-preparing for the interview- Facing panel interview-Handling appropriate questions-Standard Interview formats-Sample Questions.						
<b>Outcome 1</b>	<b>The processing knowledge of interview and how to prepare for interview.</b>				<b>K1</b>	
<b>Unit II</b>						
<b>Objective 2</b>	<b>To help the students to know about the maintaining files.</b>					
<b>Preparation for interview</b> Curriculum Vitae / Resume Preparation - Information consideration before the interview-Grooming for interview-Checklist for interview-Three essential interview Skills-Ten sticky interview situations and handling them-Avoiding ten interview blunders.						
<b>Outcome 2</b>	<b>To understand about the interview behaviors and techniques.</b>				<b>K2</b>	
<b>Unit III</b>						
<b>Objective 3</b>	<b>To help the students to make the awareness of the dressing codes.</b>					
<b>Interview Behaviors:</b> Entering into the interview room-Giving answers to the questions-Recapturing the interviewer's attention- questions to ask towards the end of the interview-Things to do after interview –Second interview						
<b>Outcome 3</b>	<b>Learn to apply interview files.</b>				<b>K3</b>	
<b>Unit IV</b>						
<b>Objective 4</b>	<b>To help the students to learn and practice about the interview behaviors.</b>					
<b>Interview Do's and Don'ts</b> Job interviews do's and Don'ts- Informal interviews Do's and Don'ts- Ready for unexpected interview- Strengths and weakness-Interview body language-interview etiquette- Basics of group discussion.						
<b>Outcome 4</b>	<b>Analyze the importance before, during and after interview behaviors.</b>				<b>K4</b>	
<b>Unit V</b>						
<b>Objective 5</b>	<b>To learn about social skills, conflict skills and interpersonal skills.</b>					
<b>Body Language</b> Basic concepts, cues, signals, symbols and secrets of body language - Significance of body language in communication and assertiveness training.						
<b>Outcome 5</b>	<b>To evaluate the importance of social skills. Conflict Skills and interpersonal Skills.</b>				<b>K5</b>	
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>	

### Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	S	S	L	L	S	S	M	S	L
CO2	S	S	M	S	L	L	S	L	S	S
CO3	M	S	S	M	M	M	L	S	M	S
CO4	S	L	S	S	S	S	M	M	S	M
CO5	S	S	L	S	M	M	S	S	S	L
<b>W.AV</b>	<b>2.6</b>	<b>2.6</b>	<b>2.4</b>	<b>2.4</b>	<b>1.8</b>	<b>2.2</b>	<b>2.4</b>	<b>2.2</b>	<b>2.8</b>	<b>2</b>

S- Strong (3), M-Medium (2), L- Low (1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	S	L	S
CO2	S	S	L	S	S
CO3	M	M	M	M	S
CO4	M	S	M	S	M
CO5	L	S	M	M	L
<b>W.AV</b>	<b>2.2</b>	<b>2.8</b>	<b>2</b>	<b>2.2</b>	<b>2.4</b>

S –Strong (3), M-Medium (2), L- Low (1)

VI - Semester					
General	Course Code 2BV6G4	Comprehensive Study	P	Credits: 4	Hours: 4
<b>Unit –I</b>					
<b>Objective1</b>	To refresh the knowledge of students in various fields of Fashion Technology, Textile and Apparels.				
Introduction to Fashion Technology					
<b>Outcome 1</b>	<b>Learn concepts and principles involved in Fashion Technology.</b>				<b>K1</b>
<b>Unit – II</b>					
<b>Objective2</b>	To understand the concepts of Pattern Making.				
Pattern Making, Sewing, Grading					
<b>Outcome 2</b>	<b>Students discuss about the procedure of Pattern Making.</b>				<b>K2</b>
<b>Unit – III</b>					
<b>Objective3</b>	To implement the basic textiles				
Basic textiles and wet processing.					
<b>Outcome 3</b>	<b>Execute the basic textile</b>				<b>K3</b>
<b>Unit- IV</b>					
<b>Objective4</b>	To differentiate the Apparel Merchandising and Export Management				
Apparel Merchandising, Costing and Export Management.					
<b>Outcome 4</b>	<b>To implement the Apparel Costing.</b>				<b>K4</b>
<b>Unit- V</b>					
<b>Objective5</b>	To investigate the Garment quality				
Garment quality testing, apparel and Assurance					
<b>Outcome 5</b>	<b>Leaner's to develop the quality testing and Assurance</b>				<b>K6</b>
<b>Suggested Readings:</b>					
Paula, A. (2021). Gendered Capitalism: Sewing Machines and Multinational Business in Spain and Mexico, 1850-1940. Routledge.					
Choi, T. M. J. (Ed.). (2016). Information systems for the fashion and apparel industry. Woodhead Publishing.					
Clark, J. (2020). Fashion merchandising: principles and practice. Bloomsbury Publishing.					
Bédard, M. (2021). Unraveled: The Life and Death of a Garment. Portfolio/Penguin.					
Roy, M., & Roy, S. S. (Eds.).(2016). International trade and international finance: Explorations of contemporary issues. Springer.					
Narayana, V. & Sreenivasan, N.S. (2007). Quality Management – Concepts and Tasks. New Delhi:					
New Brahmams, S. B. (2016).The fundamentals of quality assurance in the textile industry. Productivity Press.					
<b>Online Resources</b>					
<a href="https://www.tg3ds.com/blog/what-is-fashion-technology">https://www.tg3ds.com/blog/what-is-fashion-technology</a>					
<a href="https://techpacker.com/blog/design/pattern-grading-in-the-fashion-garment-industry/">https://techpacker.com/blog/design/pattern-grading-in-the-fashion-garment-industry/</a>					
<a href="https://www.qima.com/testing/garments-apparel/garment-quality-control-checklist">https://www.qima.com/testing/garments-apparel/garment-quality-control-checklist</a>					
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>

### Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	M(2)	M(2)	M(2)	S(3)
CO2	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	M(2)	M(2)	M(2)	S(3)
CO3	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	M(2)	M(2)	S(3)	M(2)
CO4	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)
CO5	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)
<b>W.AV</b>	<b>2.8</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2.4</b>	<b>3</b>	<b>2.2</b>	<b>2.2</b>	<b>2.6</b>	<b>2.8</b>

S–Strong (3), M-Medium (2), L-Low (1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	S(3)	M(2)	M(2)	S(3)
CO2	S(3)	S(3)	M(2)	M(2)	S(3)
CO3	S(3)	S(3)	M(2)	M(2)	M(2)
CO4	S(3)	S(3)	S(3)	M(2)	S(3)
CO5	M(2)	S(3)	S(3)	S(3)	S(3)
<b>W.AV</b>	<b>2.8</b>	<b>3</b>	<b>2.4</b>	<b>2.2</b>	<b>2.8</b>

S–Strong (3), M-Medium (2), L-Low (1)



VI - Semester					
Core	Course Code 2BF6E1	Fashion Draping – Lab		P 4	Credits: Hours: 4 4
<b>Unit –I</b>					
<b>Objective1</b>	To define the draping concept				
	<ul style="list-style-type: none"> <li>➤ Introduction to draping and dress forms.</li> <li>➤ Preparation of dress form and fabric preparation.</li> </ul>				
<b>Outcome 1</b>	<b>Learn concepts and principles involved in draping techniques.</b>			<b>K1</b>	
<b>Unit – II</b>					
<b>Objective2</b>	To understand the concepts of draping and design development.				
	<ul style="list-style-type: none"> <li>➤ Draping basic front, basic back with darts.</li> <li>➤ Dart manipulation by pivot method - shifting all the darts.</li> </ul>				
<b>Outcome 2</b>	<b>Students discuss about the procedure of draping basic front and</b>			<b>K2</b>	
<b>Unit – III</b>					
<b>Objective3</b>	To relate dart in to fullness and drape the yoke				
	<ul style="list-style-type: none"> <li>➤ Converting darts into fullness.</li> <li>➤ Draping of different types of yokes.</li> </ul>				
<b>Outcome 3</b>	<b>Implement the different types of yokes</b>			<b>K3</b>	
<b>Unit- IV</b>					
<b>Objective4</b>	To differentiate the types of collars and skirt				
	<ul style="list-style-type: none"> <li>➤ Draping of different types of collars.</li> <li>➤ Draping of different types of skirt.</li> </ul>				
<b>Outcome 4</b>	<b>To implement the different types of collars and skirt</b>			<b>K4</b>	
<b>Unit- V</b>					
<b>Objective5</b>	To design a garment by draping technique				
	<ul style="list-style-type: none"> <li>➤ Preparation of one basic garment by adopting Draping technique.</li> </ul>				
<b>Outcome 5</b>	<b>Leaner’s to develop the theme garment</b>			<b>K6</b>	
<b>Online Resources</b>					
<a href="https://www.google.co.in/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=&amp;cad=rja&amp;uact=8&amp;ved=2ahUKEwjK_rjC5rOAAxVn9DgGHRPWbmkQFnoECA0QAQ&amp;url=https%3A%2F%2Ftextilelearner.net%2Ffashion-draping-techniques%2F&amp;usg=AOvVaw0rxHT28gAQJFvTcvS0n0OF&amp;opi=89978449">https://www.google.co.in/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=&amp;cad=rja&amp;uact=8&amp;ved=2ahUKEwjK_rjC5rOAAxVn9DgGHRPWbmkQFnoECA0QAQ&amp;url=https%3A%2F%2Ftextilelearner.net%2Ffashion-draping-techniques%2F&amp;usg=AOvVaw0rxHT28gAQJFvTcvS0n0OF&amp;opi=89978449</a> <a href="https://www.google.co.in/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=&amp;cad=rja&amp;uact=8&amp;ved=2ahUKEwjK_rjC5rOAAxVn9DgGHRPWbmkQFnoECCsQAQ&amp;url=https%3A%2F%2Fwww.fibre2fashion.com">https://www.google.co.in/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=&amp;cad=rja&amp;uact=8&amp;ved=2ahUKEwjK_rjC5rOAAxVn9DgGHRPWbmkQFnoECCsQAQ&amp;url=https%3A%2F%2Fwww.fibre2fashion.com</a>					
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>

### Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	M(2)	M(2)	M(2)	S(3)
CO2	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	M(2)	M(2)	M(2)	S(3)
CO3	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	M(2)	M(2)	S(3)	M(2)
CO4	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)
CO5	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)
<b>W.A V</b>	<b>2.8</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2.4</b>	<b>3</b>	<b>2.2</b>	<b>2.2</b>	<b>2.6</b>	<b>2.8</b>

S–Strong (3), M-Medium (2), L-Low (1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	S(3)	M(2)	M(2)	S(3)
CO2	S(3)	S(3)	M(2)	M(2)	S(3)
CO3	S(3)	S(3)	M(2)	M(2)	M(2)
CO4	S(3)	S(3)	S(3)	M(2)	S(3)
CO5	M(2)	S(3)	S(3)	S(3)	S(3)
<b>W.AV</b>	<b>2.8</b>	<b>3</b>	<b>2.4</b>	<b>2.2</b>	<b>2.8</b>

S–Strong (3), M-Medium (2), L-Low (1)

VI - Semester					
Core	Course Code 2BF6E2	Fashion Photography – Lab	P	Credits: 4	Hours: 4
<b>Unit –I</b>					
<b>Objective1</b>	To describe the skills associated with fashion Photography techniques.				
<ul style="list-style-type: none"> <li>➤ Photograph Male / Female.</li> <li>➤ Photograph a model, next to a window.</li> </ul>					
<b>Outcome 1</b>	<b>Recognize the different photography techniques and equipments.</b>			<b>K1</b>	
<b>Unit – II</b>					
<b>Objective2</b>	To interpret the fashion world to arrest the eye of the viewer				
<ul style="list-style-type: none"> <li>➤ Photograph a finished design from 360° angle (4 angles) at eye-level.</li> <li>➤ Photograph a finished design from top angle, low angle.</li> </ul>					
<b>Outcome 2</b>	<b>Clarify the eye and whole angle photograph</b>			<b>K2</b>	
<b>Unit – III</b>					
<b>Objective3</b>	To schedule the facial and body proportions and produce photogenic images				
<ul style="list-style-type: none"> <li>➤ Do studio lighting – single light, multiple lights to bring out texture, design aesthetics.</li> <li>➤ Do portraits that flatter &amp; character photograph.</li> </ul>					
<b>Outcome 3</b>	<b>Implement the different types of yokes</b>			<b>K3</b>	
<b>Unit - IV</b>					
<b>Objective4</b>	To differentiate the types of collars and skirt				
<ul style="list-style-type: none"> <li>➤ Draping of different types of collars.</li> <li>➤ Draping of different types of skirt.</li> </ul>					
<b>Outcome 4</b>	<b>Leaner’s experiment the studio lighting and character photograph</b>			<b>K4</b>	
<b>Unit- V</b>					
<b>Objective5</b>	To investigate portrait of whole body image				
<ul style="list-style-type: none"> <li>➤ Do portraits of full body images and specific areas.</li> </ul>					
<b>Outcome 5</b>	<b>They create the portraits of full body image</b>			<b>K6</b>	
<b>Online Resources</b>					
<a href="https://www.google.co.in/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=&amp;cad=rja&amp;uact=8&amp;ved=2ahUKEwiFh7za5rOAAxU7xzgGHTCkA000FnoECCsOAO&amp;url=https%3A%2F%2Fwww.lcca.org.uk%2Fblog%2Ffashion%2Fwhat-is-fashion-photography%2F&amp;usg=AOvVaw0VS1wxQBzSqpOJsArsHQbD&amp;opi=89978449">https://www.google.co.in/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=&amp;cad=rja&amp;uact=8&amp;ved=2ahUKEwiFh7za5rOAAxU7xzgGHTCkA000FnoECCsOAO&amp;url=https%3A%2F%2Fwww.lcca.org.uk%2Fblog%2Ffashion%2Fwhat-is-fashion-photography%2F&amp;usg=AOvVaw0VS1wxQBzSqpOJsArsHQbD&amp;opi=89978449</a>					
<a href="https://www.google.co.in/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=&amp;cad=rja&amp;uact=8&amp;ved=2ahUKEwiFh7za5rOAAxU7xzgGHTCkA000FnoECC8OAO&amp;url=https%3A%2F%2Fwww.harpersbazaar.com%2Ffashion%2Fphotography%2F&amp;usg=AOvVaw26jwvdXT8J_aqpgT6Gn6IT&amp;opi=89978449">https://www.google.co.in/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=&amp;cad=rja&amp;uact=8&amp;ved=2ahUKEwiFh7za5rOAAxU7xzgGHTCkA000FnoECC8OAO&amp;url=https%3A%2F%2Fwww.harpersbazaar.com%2Ffashion%2Fphotography%2F&amp;usg=AOvVaw26jwvdXT8J_aqpgT6Gn6IT&amp;opi=89978449</a>					
<a href="https://www.google.co.in/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=&amp;cad=rja&amp;uact=8&amp;ved=2ahUKEwiFh7za5rOAAxU7xzgGHTCkAQQQFnoECCoQAQ&amp;url=https%3A%2F%2Fwww.ado">https://www.google.co.in/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=&amp;cad=rja&amp;uact=8&amp;ved=2ahUKEwiFh7za5rOAAxU7xzgGHTCkAQQQFnoECCoQAQ&amp;url=https%3A%2F%2Fwww.ado</a>					

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 photography.html&usg=AOvVaw0OG-  
 YJkCaIdkwkNNRt7qzx&opi=89978449

K1-Remeber	K2-Understand	K3-Apply	K4-Analyze	K5-Evaluate	K6-Create
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### Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)
CO2	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)
CO3	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	S(3)	M(2)	M(2)
CO4	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)	S(3)
CO5	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)
<b>W.AV</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2.4</b>	<b>2.2</b>	<b>2.2</b>	<b>3</b>	<b>2.8</b>	<b>3</b>

S–Strong (3), M-Medium (2), L-Low (1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	S(3)	S(3)	S(3)
CO2	S(3)	M(2)	S(3)	S(3)	S(3)
CO3	M(2)	S(3)	S(3)	S(3)	S(3)
CO4	M(2)	S(3)	S(3)	M(2)	S(3)
CO5	M(2)	S(3)	S(3)	M(2)	S(3)
<b>W.AV</b>	<b>2.4</b>	<b>2.6</b>	<b>3</b>	<b>2.6</b>	<b>3</b>

S–Strong (3), M-Medium (2), L-Low (1)

VI- Semester					
Core	Course Code 2BF6E3	Home Textiles – Lab	P	Credits: 4	Hours: 4
<b>Unit – I</b>					
<b>Objective1</b>	To educate the students about home furnishing and the types of home furnishing				
	<ul style="list-style-type: none"> <li>➤ Introduction – Home Textiles - Types of home textile products – Importance and recent trends.</li> <li>➤ Design and stitch the wall coverings and wall hangers.</li> </ul>				
<b>Outcome 1</b>	<b>Know about the different types of home textiles products</b>			<b>K1</b>	
<b>Unit – II</b>					
<b>Objective2</b>	To discuss about curtains and draperies				
	<ul style="list-style-type: none"> <li>➤ Design and stitch the curtains – Tailored, pleated, three tired.</li> <li>➤ Design and stitch the different types of draperies.</li> </ul>				
<b>Outcome 2</b>	<b>Students recognize the types window coverings</b>			<b>K2</b>	
<b>Unit – III</b>					
<b>Objective3</b>	To demonstrate the sofa set and diwan set				
	➤ Design and stitch the sofa set / diwan set.				
<b>Outcome 3</b>	<b>Leaner’s implement the different style in sofa</b>			<b>K3</b>	
<b>Unit IV</b>					
<b>Objective4</b>	To illustrate the pillow and mattress cover				
	➤ Design and stitch the pillow covers and mattress covers.				
<b>Outcome 4</b>	<b>To experiment the bed linens</b>			<b>K4</b>	
<b>Unit- V</b>					
<b>Objective5</b>	To design different types of kitchen linens				
	➤ Design and stitch the kitchen items – Fridge, mixie and grinder covers.				
<b>Outcome 5</b>	<b>Leaner’s create the trendy kitchen linens</b>			<b>K6</b>	
<b>Online Resources</b>					
<a href="https://www.google.co.in/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=&amp;cad=rja&amp;uact=8&amp;ved=2ahUKEwiYtuOc57OAAxUjwjgGHZ7bAosQtwJ6BAhAEAI&amp;url=https%3A%2F%2Fm.youtube.com%2Fwatch%3Fv%3D-ZrZZefkohE%26t%3D219s&amp;usg=AOvVaw23AMUDha4iH3ZnAMet8b8w&amp;opi=89978449">https://www.google.co.in/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=&amp;cad=rja&amp;uact=8&amp;ved=2ahUKEwiYtuOc57OAAxUjwjgGHZ7bAosQtwJ6BAhAEAI&amp;url=https%3A%2F%2Fm.youtube.com%2Fwatch%3Fv%3D-ZrZZefkohE%26t%3D219s&amp;usg=AOvVaw23AMUDha4iH3ZnAMet8b8w&amp;opi=89978449</a> <a href="https://www.google.co.in/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=&amp;cad=rja&amp;uact=8&amp;ved=2ahUKEwj_tj4-u57OAAxVz9DgGHWpGC7QQFnoECA4QAQ&amp;url=http%3A%2F%2Fwww.madehow.com%2FVolume-6%2FPillow.html&amp;usg=AOvVaw08Na5Mpt646SwUlw49Jxvp&amp;opi=89978449">https://www.google.co.in/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=&amp;cad=rja&amp;uact=8&amp;ved=2ahUKEwj_tj4-</a>					
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>

### Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)
CO2	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)
CO3	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)
CO4	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)
CO5	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)
<b>W.AV</b>	<b>2.6</b>	<b>2.6</b>	<b>3</b>	<b>2.4</b>	<b>2.4</b>	<b>2.2</b>	<b>2.6</b>	<b>2.6</b>	<b>2.6</b>	<b>2.6</b>

S–Strong (3), M-Medium (2), L-Low (1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	S(3)	S(3)	S(3)	S(3)
CO2	S(3)	S(3)	S(3)	S(3)	S(3)
CO3	S(3)	M(2)	M(2)	M(2)	M(2)
CO4	S(3)	M(2)	M(2)	M(2)	M(2)
CO5	S(3)	M(2)	M(2)	M(2)	M(2)
<b>W.AV</b>	<b>3</b>	<b>2.4</b>	<b>2.4</b>	<b>2.4</b>	<b>2.4</b>

S–Strong (3), M-Medium (2), L-Low (1)



VI - Semester					
Core	Course Code 2BF6E4	Garment Construction Lab - Knit Wear	P	Credits: 4	Hours: 4
<b>Unit -I</b>					
<b>Objective1</b>	To describe the kids jabla in knit wear				
	➤ Kid's style- Sleeveless Jabla with neck and armhole binding, overall with full sleeve, Bloomerwith elastic hem.				
<b>Outcome 1</b>	<b>Students illustrate and construct the kids garment</b>				<b>K1&amp;K6</b>
<b>Unit – II</b>					
<b>Objective2</b>	To summarize the Women's style – upper garment				
	➤ Women's style - High neck T shirt with full sleeve, V neck T shirt with half sleeve.				
<b>Outcome 2</b>	<b>Leaner's discus about the construct women</b>				<b>K2</b>
<b>Unit – III</b>					
<b>Objective3</b>	To demonstrate the Women's style – lower garment				
	➤ Women's style - Legging, Gathered skirt, Night pyjama set with neck binding.				
<b>Outcome 3</b>	<b>Leaner's implement the new style in women lower garment</b>				<b>K3</b>
<b>Unit- IV</b>					
<b>Objective4</b>	To examine the men's upper garment				
	➤ Men's style - Basic T shirt with front patch pocket, Raglan T shirt with full sleeve. Polo T shirt with short sleeve.				
<b>Outcome 4</b>	<b>Students experiment the latest trend by men's wear</b>				<b>K4</b>
<b>Unit- V</b>					
<b>Objective5</b>	To create the men's garment				
	➤ Men's style - Bermuda with side pocket, Vest and briefs, Track pant with side piping.				
<b>Outcome 5</b>	<b>They construct fashionable men's wear</b>				<b>K6</b>
<b>Online Resources</b>					
<a href="https://www.google.co.in/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=&amp;cad=rja&amp;uact=8&amp;ved=2ahUKE=wjS8cnH57OAAxVTg2MGHfx3DXwQwqsBegQIDRAG&amp;url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DbnaSC3Eo8Pg&amp;usg=AOvVaw1zMJAvnJBtl4qFi1DWxxqS&amp;opi=89978449">https://www.google.co.in/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=&amp;cad=rja&amp;uact=8&amp;ved=2ahUKE=wjS8cnH57OAAxVTg2MGHfx3DXwQwqsBegQIDRAG&amp;url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DbnaSC3Eo8Pg&amp;usg=AOvVaw1zMJAvnJBtl4qFi1DWxxqS&amp;opi=89978449</a>					
<a href="https://www.google.co.in/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=&amp;cad=rja&amp;uact=8&amp;ved=2ahUKE=wiolKzg57OAAxU23jgGHUJoB_MQFnoECA0QAQ&amp;url=https%3A%2F%2Fwww.onlineclothingstudy.com%2F2016%2F02%2Fstep-by-step-guide-to-t-shirt.html&amp;usg=AOvVaw1VHXXjLRjd9LapEIs2w80c&amp;opi=89978449">https://www.google.co.in/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=&amp;cad=rja&amp;uact=8&amp;ved=2ahUKE=wiolKzg57OAAxU23jgGHUJoB_MQFnoECA0QAQ&amp;url=https%3A%2F%2Fwww.onlineclothingstudy.com%2F2016%2F02%2Fstep-by-step-guide-to-t-shirt.html&amp;usg=AOvVaw1VHXXjLRjd9LapEIs2w80c&amp;opi=89978449</a>					
<a href="https://www.google.co.in/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=&amp;cad=rja&amp;uact=8&amp;ved=2ahUKE=wjxu_f157OAAxV7g2MGHYfCCVMQFnoECA4QAQ&amp;url=https%3A%2F%2Ftextilelearner.net%2Fdrafting-and-cutting-process-of-ladies-nightgown%2F&amp;usg=AOvVaw1JgNRPdO04aagm3dDbCgXd&amp;opi=89978449">https://www.google.co.in/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=&amp;cad=rja&amp;uact=8&amp;ved=2ahUKE=wjxu_f157OAAxV7g2MGHYfCCVMQFnoECA4QAQ&amp;url=https%3A%2F%2Ftextilelearner.net%2Fdrafting-and-cutting-process-of-ladies-nightgown%2F&amp;usg=AOvVaw1JgNRPdO04aagm3dDbCgXd&amp;opi=89978449</a>					
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>

### Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	M(2)	M(2)	S(3)	S(3)
CO2	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	M(2)	M(2)	S(3)	S(3)
CO3	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	M(2)	3 S(3)	M(2)	M(2)
CO4	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)
CO5	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)
<b>W.AV</b>	<b>2.8</b>	<b>2.8</b>	<b>3</b>	<b>3</b>	<b>2.4</b>	<b>3</b>	<b>2.4</b>	<b>2.6</b>	<b>2.8</b>	<b>2.8</b>

S–Strong (3), M-Medium (2), L-Low (1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	S(3)	M(2)	S(3)	S(3)
CO2	S(3)	S(3)	M(2)	S(3)	S(3)
CO3	S(3)	M(2)	S(3)	S(3)	S(3)
CO4	M(2)	M(2)	S(3)	S(3)	S(3)
CO5	M(2)	S(3)	S(3)	S(3)	S(3)
<b>W.AV</b>	<b>2.6</b>	<b>2.6</b>	<b>2.6</b>	<b>3</b>	<b>3</b>

S–Strong (3), M-Medium (2), L-Low (1)

VI- Semester					
Core	Course Code 2BF6I1	Industrial Internship with Project	P	Credits: 7	Hours: 7
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ To define the industry process</li> <li>➤ To compare the all department process</li> <li>➤ To schedule the project procedure</li> <li>➤ Experiment the project</li> <li>➤ To developed the project and conclude it</li> </ul>				
<p>➤ The student has to attach himself / herself with an organization related to his / her specialization approved by the (Alagappa Institute of Skill Development) Department for a period of 2 weeks for Industrial Internship Training with Project. One personnel of that industry and a faculty of the Department will be external and internal guides of the project respectively. The project theme, work flow and other related guidelines can be had from the Industry. The development of the project may be done in the Department by utilizing 7 lab hours per week and the monitoring of the progress and project evaluation for 50 marks can be collectively done by both internal and external guides. At the end of the internship, the student should prepare a project documentation report (not less than 50 pages, A4 size). Student should also produce a certificate of internship from the organization. The final project viva-voce for 50 marks should be conducted by the Department with two examiners and the cumulative 100 marks will be given by the Department.</p>					
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>➤ Identify the relevant objects of an application domain.</li> <li>➤ Classify and design the application.</li> <li>➤ Implement their own innovative ideas.</li> <li>➤ Encourage students to experiment articles based on the research.</li> <li>➤ Equipped to prepare project documentation.</li> </ul>				
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>

### Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	M(2)	M(2)	M(2)
CO2	S(3)	M(2)	S(3)	S(3)	M(2)	S(3)	S(3)	M(2)	M(2)	S(3)
CO3	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)
CO4	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)
CO5	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)
<b>W.AV</b>	<b>2.6</b>	<b>2.8</b>	<b>3</b>	<b>3</b>	<b>2.6</b>	<b>3</b>	<b>3</b>	<b>2.4</b>	<b>2.4</b>	<b>2.8</b>

S–Strong (3), M-Medium (2), L-Low (1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	S(3)	M(2)	M(2)	M(2)
CO2	S(3)	S(3)	M(2)	S(3)	S(3)
CO3	M(2)	S(3)	S(3)	S(3)	S(3)
CO4	M(2)	S(3)	S(3)	S(3)	S(3)
CO5	M(2)	S(3)	S(3)	S(3)	S(3)
<b>W.AV</b>	<b>2.4</b>	<b>3</b>	<b>2.6</b>	<b>2.8</b>	<b>2.8</b>

S–Strong (3), M-Medium (2), L-Low (1)

VI - Semester					
Core	Course Code 2BF6J1	NSQF Level - 7 – Boutique Manager (AMH/Q1910)	P	Credits: 3	Hours: 3
<b>Unit –I</b>					
<b>Objective1</b>	To describe the students for better managerial skills on Boutique				
	➤ Research on latest trends and contemporary fashion for apparel and its target market. Identify new and promising materials, trends as well as sources/suppliers for procurement of items. Identify quality standards as applicable to the product. Develop tech pack for designs. Managing sensitive information related to design copyright (IPR). Knowledge about fabrics, trims and accessories - SMART.				
<b>Outcome</b>	<b>Leaner’s identify the latest trend in boutique managerial.</b>				<b>K1</b>
<b>Unit – II</b>					
<b>Objective2</b>	To enable the students to understand the intricacies of retail business				
	➤ Introduction to Boutique management and terminologies. How to start a boutique, creating a business plan, finding a ideal location, financial planning, Government norms to run a boutique, Boutique operation. Inventory management, customer feedback register, stock register etc.				
<b>Outcome 2</b>	<b>To classify the Boutique operation</b>				<b>K2</b>
<b>Unit – III</b>					
<b>Objective 3</b>	To schedule the attractive interior to the boutique				
	Boutique, planning, layout and storing. Boutique interior planning – Boutique interiors and display locations, fixture & dressings, purchase display systems. Boutique display, Exterior of Boutique, Illumination, Masking and Proscenia Mannequins and 3D Dressing, Props & promotions on floor.				
<b>Outcome</b>	<b>The apply mesmerizing interior to the boutique</b>				<b>K3</b>
<b>Unit- IV</b>					
<b>Objective4</b>	To analyze the Portfolio Development				
	Pricing merchandise and hiring Sourcing of raw materials, Buyer supplier relationships, consumer relationship, tips and tricks to attract customers, labour management and warehouse. Portfolio Development - Develop Forecast Board based on seasons for color, trim and accessory. Develop Inspiration boards, story board, Mood Boards, colour board, for different theme / inspirations.				
<b>Outcome</b>	<b>Leaner’s experiment the Portfolio</b>				<b>K4</b>
<b>Unit- V</b>					
<b>Objective 5</b>	To design the creative board				
	➤ Develop Customer Profile and develop Flat Sketches based on the theme / inspiration. Create design board with 6 designs according to theme and customer profile.				
<b>Outcome 5</b>	<b>Students developed a customer profile and other boards</b>				<b>K6</b>

**Suggested Readings:**

- Golizia, D. (2021). *The Fashion Business: Theory and Practice in Strategic Fashion Management*. Routledge.
- Briana Stewart, (2014). *Opening a boutique store: how to start your own boutique*. USA, NC: BullCity Publishing.
- Gibson G. Vedomani. (2012). *Retail Management*. Mumbai: Jaico Publishing house.
- Jonny Vecchi, A. (Ed.). (2016). *Handbook of research on global fashion management and merchandising*. IGI global.
- Biswas, T., Samadder, R., Gupta, K., & Nandi, S. (2021, September). *Security of Medical Data Against Adversaries in Internet of Medical Things*. In 2021 5th International Conference on Electronics, Materials Engineering & Nano-Technology IEMENTech (pp. 1-6). IEEE.
- Rigaud-Lacresse, E., & Pini, F. M. (Eds.). (2017). *New luxury management: creating and managing sustainable value across the organization*. Springer.

**Online Resources**

[https://www.google.co.in/search?sxsrf=AB5stBgB8QubS\\_G2hBxbeveOFKq37nzFmQ:1690630143206&q=Boutique+Manager+ideas&tbm=isch&source=univ&fir=eCIkg92Q02dTVM%252CdVsID5QfWLWw\\_M%252C\\_%253Brc5aAboIkr7eeM%252CdTMCMPi4SsfO\\_M%252C\\_%253BML37UfOB-FzBMM%252Cs6ZUsO9ra8pitM%252C\\_%253B45x5IsEep439LM%252CiSsKSm-2.hVyi66M%252C\\_%253BuySbVH3fGPdEWM%252CGqsKP9O21\\_NV0M%252C\\_%253BNfzdozDYraF0JM%252Cc\\_snp-WoX9fvIM%252C\\_%253BOtoGedZgQnKpsM%252CpO\\_4WCFJrUbRuM%252C\\_%253BA9EIMrnn\\_QFOBM%252CNKyVcQ\\_fgZUulM%252C\\_%253BFjJesr8WEmTk8M%252CiSsKSm-3.hVyi66M%252C\\_%253BSHY2Pu93eUzpcM%252CHfEQITYXoIKaRM%252C\\_&usg=AI4-kSJ6WnEKBDpA2Xdrvnnp29PIgdEVg&sa=X&ved=2ahUKEwjfk4eJ6LOAAxUyxDgGHXo8CXsQjJkEeg\\_QITxAC](https://www.google.co.in/search?sxsrf=AB5stBgB8QubS_G2hBxbeveOFKq37nzFmQ:1690630143206&q=Boutique+Manager+ideas&tbm=isch&source=univ&fir=eCIkg92Q02dTVM%252CdVsID5QfWLWw_M%252C_%253Brc5aAboIkr7eeM%252CdTMCMPi4SsfO_M%252C_%253BML37UfOB-FzBMM%252Cs6ZUsO9ra8pitM%252C_%253B45x5IsEep439LM%252CiSsKSm-2.hVyi66M%252C_%253BuySbVH3fGPdEWM%252CGqsKP9O21_NV0M%252C_%253BNfzdozDYraF0JM%252Cc_snp-WoX9fvIM%252C_%253BOtoGedZgQnKpsM%252CpO_4WCFJrUbRuM%252C_%253BA9EIMrnn_QFOBM%252CNKyVcQ_fgZUulM%252C_%253BFjJesr8WEmTk8M%252CiSsKSm-3.hVyi66M%252C_%253BSHY2Pu93eUzpcM%252CHfEQITYXoIKaRM%252C_&usg=AI4-kSJ6WnEKBDpA2Xdrvnnp29PIgdEVg&sa=X&ved=2ahUKEwjfk4eJ6LOAAxUyxDgGHXo8CXsQjJkEeg_QITxAC)

<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>
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### Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	M(2)	S(3)	S(3)
CO2	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	M(2)	S(3)	S(3)
CO3	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	M(2)	M(2)	S(3)
CO4	M(2)	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	M(2)	S(3)	S(3)
CO5	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)
<b>W.AV</b>	<b>2.6</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2.2</b>	<b>3</b>	<b>3</b>	<b>2.2</b>	<b>2.8</b>	<b>3</b>

S–Strong (3), M-Medium (2), L-Low (1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	S(3)	S(3)	S(3)
CO2	S(3)	M(2)	S(3)	S(3)	S(3)
CO3	S(3)	M(2)	S(3)	S(3)	S(3)
CO4	S(3)	S(3)	S(3)	S(3)	S(3)
CO5	S(3)	S(3)	S(3)	S(3)	S(3)
<b>W.AV</b>	<b>3</b>	<b>2.4</b>	<b>3</b>	<b>3</b>	<b>3</b>

S–Strong (3), M-Medium (2), L-Low (1)

<b>III- Semester</b>					
<b>NME</b>	<b>Course Code</b>	<b>Fundamentals of Apparel Designing</b>	<b>T</b>	<b>Credits:</b> <b>2</b>	<b>Hours:</b> <b>3</b>
<b>Unit -I</b>					
<b>Objective1</b>	To know the fashion concepts and scope of fashion industry.				
Fashion – Definition, terminology, Fashion cycle, Famous fashion designers. Design – Definition, Types- Structural and Decorative Design, Requirements of a Good Structural and Decorative Design. Application of Structural and Decorative Design.					
<b>Outcome 1</b>	<b>Students memorize the fashion concepts</b>				<b>K1</b>
<b>Unit - II</b>					
<b>Objective 2</b>	To understand the elements and principles of design and apply it with garmentdesign.				
Elements of Design -Line, Shape or Form, Colour, Size and Texture. Principles of Design – Balance, Rhythm, Harmony, Emphasis and Proportion. Application of these elements in apparel designing.					
<b>Outcome 2</b>	<b>Students recognize the elements and principles of design.</b>				<b>K2</b>
<b>Unit – III</b>					
<b>Objective 3</b>	➤ To demonstrate the basic tools used for sewing.				
Basic sewing, sewing tools used for garment construction, seams and seam finishes, hems, hem types, fullness - definition, types.					
<b>Outcome 3</b>	<b>➤ Students implement the basic tools used for sewing.</b>				<b>K3</b>
<b>Unit- IV</b>					
<b>Objective 4</b>	➤ To examine the basic principles of designing.				
Designing of collars and its types. Yoke designs and its types, Draw different types of yoke, sleeve, skirt, shirt, pant. Plackets, fasteners.					
<b>Outcome 4</b>	<b>Students experiment the principles of designing.</b>				<b>K4</b>
<b>Unit- V</b>					
<b>Objective 5</b>	To value the Body measurement.				
Body measurement – importance, preparation of fabric cutting, pattern making methods, principles of pattern making, dart manipulation, pattern grading, and garment fitting.					
<b>Outcome 5</b>	<b>Students can judge the Body measurement for pattern making.</b>				<b>K5</b>

**Suggested Readings:**

- Sumathi, G.J. (2007). *Elements of Fashion and Apparel Design*. New Delhi: New Age International (P) Ltd. Matthews-Fairbanks, J. L. (2018). *Pattern Design: Fundamentals: Construction and Pattern Drafting for Fashion Design*. Fairbanks Publishing LLC.
- Prendergast, J. (2014). *Sewing Techniques: An Introduction to Construction Skills Within the Design Process*. A&C Black.
- Nayak, R., & Padhye, R. (Eds.). (2017). *Automation in garment manufacturing*. Woodhead Publishing. Cassidy, T., & Goswami, P. (Eds.). (2017). *Textile and clothing design technology*. CRC Press.
- Samara, T. (2020). *Design Elements: Understanding the rules and knowing when to break them-A Visual Communication Manual*. Rockport publishers.

**Online Resources**

- <https://www.clothingpatterns101.com/fundamentals-of-apparel-design.html>  
<https://textilelearner.net/basic-fundamentals-of-apparel-production/>  
<https://egyankosh.ac.in/bitstream/123456789/61099/3/Block-2.pdf>

K1-Remember	K2-Understand	K3-Apply	K4-Analyze	K5-Evaluate	K6-Create
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**Course Outcome VS Programme Outcomes**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	M(2)	S(3)	S(3)
CO2	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	M(2)	S(3)	S(3)
CO3	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	M(2)	M(2)	S(3)
CO4	M(2)	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	M(2)	S(3)	S(3)
CO5	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)
W.A V	2.6	3	3	3	2.2	3	3	2.2	2.8	3

S–Strong (3), M-Medium (2), L-Low (1)

**Course Outcome VS Programme Specific Outcomes**

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	S(3)	S(3)	S(3)
CO2	S(3)	M(2)	S(3)	S(3)	S(3)
CO3	S(3)	M(2)	S(3)	S(3)	S(3)
CO4	S(3)	S(3)	S(3)	S(3)	S(3)
CO5	S(3)	S(3)	S(3)	S(3)	S(3)
W.AV	3	2.4	3	3	3

S–Strong (3), M-Medium (2), L-Low (1)

IV- Semester					
NME	Course Code	Visual Merchandising	T	Credits: 2	Hours: 3
<b>Unit -I</b>					
<b>Objective 1</b>	To acquire knowledge about visual merchandising and planning to set up the display in the apparel sector.				
Visual merchandising Introduction, concepts and role, importance in store planning and utilizing basic visual merchandising techniques; Role of atmosphere in garment retailing – immediate effects and simulation types, visual merchandisers in garment retailing.					
<b>Outcome 1</b>	<b>Students memorize the visual merchandising plan.</b>				<b>K1</b>
<b>Unit - II</b>					
<b>Objective2</b>	To understand the store plan and importance of marketing strategies.				
Store interior – store atmospheric, aesthetic, execution of store lay out - selection of display locations, lifts, staircase, elevators, utilization of store space. Store layout Factors considered in organizing effective display – balance, rhythm, proportion, texture, harmony and emphasis.					
<b>Outcome 2</b>	<b>Students recognize the importance of store plan and importance of marketing strategies.</b>				<b>K2</b>
<b>Unit – III</b>					
<b>Objective 3</b>	To demonstrate the Store layout planning.				
Store layout planning- grid, race track, free form – direction of flow and planogram; Design elements to create mood and impression – colour, angle, motion, simplicity, and repetition.					
<b>Outcome 3</b>	<b>Students implement the Store layout planning.</b>				<b>K3</b>
<b>Unit- IV</b>					
<b>Objective 4</b>	To examine the Seasonal Display and trend.				
Display Seasonal and trend decision for point of emphasis – creativity in display; Planning of assortment, theme, ensemble, racks, shelves, bins, etc. and balance of display in a show room. Application of colour schemes, colour psychology, creating mood by colour.					
<b>Outcome 4</b>	<b>Students experiment the creativity in display.</b>				<b>K4</b>
<b>Unit- V</b>					
<b>Objective5</b>	To value the interior and exterior displays.				
Lighting's Lights types, advantages and disadvantages, music. Using effective Graphics and signage for theme, campaign and promotional aspects - safety and security; Theme, interior and exterior displays used in garment retail outlet.					
<b>Outcome 5</b>	<b>Students can judge the interior and exterior displays.</b>				<b>K5</b>
<b>Suggested Readings:</b>					
Martin M. Peglar (SVM). (2018). <i>Visual Merchandising and Display</i> . New York: Fairchild Publication.					
Bailey, S., & Baker, J. (2021). <i>Visual merchandising for fashion</i> . Bloomsbury Publishing.					
Bell, J., & Ternus, K. (2017). <i>Silent selling: best practices and effective strategies in visual merchandising</i> . Bloomsbury Publishing USA.					
Ebster, C., & Garaus, M. (2015). <i>Store Design and Visual Merchandising: Store Design and</i>					

*Visual Merchandising*. Business Expert Press.  
Bailey, S., & Baker, J. (2021). *Visual merchandising for fashion*. Bloomsbury Publishing.

**Online Resources**

<https://www.rmsservicing.com/articles/what-is-visual-merchandising/#:~:text=Visual%20merchandising%20is%20a%20marketing,the%20person%20behind%20the%20magic.>

<https://www.indeed.com/career-advice/finding-a-job/what-is-visual-merchandising>

[https://en.wikipedia.org/wiki/Visual\\_merchandising](https://en.wikipedia.org/wiki/Visual_merchandising)

K1-Remember	K2-Understand	K3-Apply	K4-Analyze	K5-Evaluate	K6-Create
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**Course Outcome VS Programme Outcomes**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	M(2)	S(3)	S(3)
CO2	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	M(2)	S(3)	S(3)
CO3	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	M(2)	M(2)	S(3)
CO4	M(2)	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	M(2)	S(3)	S(3)
CO5	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)
<b>W.A V</b>	<b>2.6</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2.2</b>	<b>3</b>	<b>3</b>	<b>2.2</b>	<b>2.8</b>	<b>3</b>

S–Strong (3), M-Medium (2), L-Low (1)

**Course Outcome VS Programme Specific Outcomes**

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	S(3)	S(3)	S(3)
CO2	S(3)	M(2)	S(3)	S(3)	S(3)
CO3	S(3)	M(2)	S(3)	S(3)	S(3)
CO4	S(3)	S(3)	S(3)	S(3)	S(3)
CO5	S(3)	S(3)	S(3)	S(3)	S(3)
<b>W.AV</b>	<b>3</b>	<b>2.4</b>	<b>3</b>	<b>3</b>	<b>3</b>

S–Strong (3), M-Medium (2), L-Low (1)

<b>I-Semester</b>					
<b>General</b>	<b>Course code: 91BPEP</b>	<b>Professional English for Physical Sciences - I</b>	<b>T</b>	<b>Credits: 4</b>	<b>Hours:4</b>
<b>Unit I</b>					
<b>Objective 1</b>	<b>To develop the language skills of students by offering adequate practice in professional contexts.</b>				
<b>Communication</b>					
Listening: Listening to audio text and answering questions - Listening to Instructions Speaking: Pair work and small group work - Reading: Comprehension passages – Differentiate between facts and opinion Writing: Developing a story with pictures Vocabulary: Register specific - Incorporated into the LSRW tasks					
<b>Outcome 1</b>	<b>Remember their own ability to improve their own competence in using the Language</b>			<b>K1</b>	
<b>Unit II</b>					
<b>Objective 2</b>	<b>To enhance the lexical, grammatical and socio-linguistic and communicative competence of first year physical sciences students</b>				
<b>Description</b>					
Listening: Listening to process description.-Drawing a flow chart - Speaking: Role play (formal context) Reading: Skimming/Scanning- Reading passages on products, equipment and gadgets - Writing: Process Description –Compare and Contrast Paragraph-Sentence Definition and Extended definition-Free Writing - Vocabulary: Register specific - Incorporated into the LSRW tasks.					
<b>Outcome 2</b>	<b>Use language to understand for speaking with confidence in an intelligible and acceptable manner</b>			<b>K3</b>	
<b>Unit III</b>					
<b>Objective 3</b>	<b>To focus on developing students' knowledge of domain specific registers and the required language skills.</b>				
<b>Negotiation Strategies</b>					
Listening: Listening to interviews of specialists / Inventors in fields (Subject specific) Speaking: Brainstorming. (Mind mapping). Small group discussions (Subject- Specific) Reading: Longer Reading text - Writing: Essay Writing (250 words) Vocabulary: Register specific - Incorporated into the LSRW tasks					
<b>Outcome 3</b>	<b>Apply to Understand the importance of reading for life</b>			<b>K3</b>	
<b>Unit IV</b>					
<b>Objective 4</b>	<b>To develop strategic competence that will help in efficient communication</b>				
<b>Presentation Skills</b>					
Listening: Listening to lectures - Speaking: Short talks - Reading: Reading Comprehension passages Writing: Writing Recommendations Interpreting Visuals inputs - Vocabulary: Register specific - Incorporated into the LSRW tasks.					
<b>Outcome 4</b>	<b>Read independently to analyze unfamiliar texts with comprehension</b>			<b>K1,K4</b>	



<b>Unit V</b>					
<b>Objective 5</b>	<b>To sharpen students' critical thinking skills and make students culturally aware of the target situation.</b>				
<b>Critical Thinking Skills</b> Listening: Listening comprehension- Listening for information - Speaking: Making presentations (with PPT- practice) - Reading: Comprehension passages –Note making - Comprehension: Motivational article on Professional Competence, Professional Ethics and Life Skills) - Writing: Problem and Solution essay– Creative writing –Summary writing - Vocabulary: Register specific - Incorporated into the LSRW tasks					
<b>Outcome 5</b>	<b>Evaluate the importance of writing in academic life</b>				<b>K5</b>
<b>Suggested Readings:</b> Tamil Nadu State Council For Higher Education (TANSCHÉ)					
<b>Online Resources:</b> <a href="https://www.periyaruniversity.ac.in/Documents/2020/A&amp;D/10/TANSCHÉ/Physical%20Science.pdf">https://www.periyaruniversity.ac.in/Documents/2020/A&amp;D/10/TANSCHÉ/Physical Science.pdf</a>					
K1-Remember	K2-Understand	K3-Apply	K4-Analyze	K5-Evaluate	K6-Create

### Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M(2)	S(3)	S(3)	S(3)	L(1)	L(1)	M(2)	M(2)	S(3)	S(3)
CO2	S(3)	L(1)	S(3)	M(2)	S(3)	S(3)	M(2)	S(3)	S(3)	L(1)
CO3	M(2)	S(3)	M(2)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)	S(3)
CO4	S(3)	M(2)	M(2)	S(3)	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)
CO5	S(3)	S(3)	M(2)	L(1)	M(2)	S(3)	S(3)	M(2)	M(2)	S(3)
<b>W.AV</b>	<b>2.6</b>	<b>2.4</b>	<b>2.4</b>	<b>2.4</b>	<b>2.2</b>	<b>2.4</b>	<b>2.4</b>	<b>2.6</b>	<b>2.8</b>	<b>2.6</b>

S –Strong (3), M-Medium (2), L- Low (1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	S(3)	S(3)	M(2)	M(2)
CO2	M(2)	S(3)	S(3)	L(1)	L(1)
CO3	S(3)	S(3)	S(3)	M(2)	S(3)
CO4	S(3)	M(2)	L(1)	S(3)	S(3)
CO5	L(1)	L(1)	L(1)	S(3)	S(3)
<b>W.AV</b>	<b>2.4</b>	<b>2.4</b>	<b>2.2</b>	<b>2.2</b>	<b>2.4</b>

S –Strong (3), M-Medium (2), L- Low (1)

<b>Semester–II</b>					
<b>General</b>	<b>Course code:</b> <b>92BPEP</b>	<b>Professional English for Physical Sciences - II</b>	<b>T</b>	<b>Credits: 4</b>	<b>Hours: 4</b>
<b>Unit I</b>					
<b>Objective 1</b>	<b>To develop their competence in the use of English with particular reference to the work place situation.</b>				
<b>Communicative Competence</b>					
Listening – Listening to two talks/lectures by specialists on selected subject specific topics- (TED Talks) and answering comprehension exercises (inferential questions) Speaking: Small group discussions (the discussions could be based on the listening and reading passages- open ended questions Reading: Two subject-based reading texts followed by comprehension activities/exercises Writing: Summary writing based on the reading passages.					
<b>Outcome 1</b>	<b>Remember their own ability to improve their own competence in using the Language..</b>				<b>K1</b>
<b>Unit II</b>					
<b>Objective 2</b>	<b>To Enhance the creativity of the students, which will enable them to think of innovative ways to solve issues in the work place.</b>				
<b>Persuasive Communication</b>					
Listening: listening to a product launch- sensitizing learners to the nuances of persuasive communication Speaking: debates – Just-A Minute Activities Reading: reading texts on advertisements (on products relevant to the subject areas) and answering inferential questions Writing: dialogue writing- writing an argumentative /persuasive essay.					
<b>Outcome 2</b>	<b>Understand language for speaking with confidence in an intelligible and acceptable</b>				<b>K2</b>
<b>Unit III</b>					
<b>Objective 3</b>	<b>To develop their competence and competitiveness and thereby improve their employability skills</b>				
<b>Digital Competence</b>					
Listening to interviews (subject related) Speaking: Interviews with subject specialists (using video conferencing skills) Creating Vlogs (How to become a vlogger and use vlogging to nurture interests – subject related) Reading: Selected sample of Web Page (subject area) Writing: Creating Web Pages Reading Comprehension: Essay on Digital Competence for Academic and Professional Life.The essay will address all aspects of digital competence in relation to MS Office and how they can be utilized in relation to work in the subject area.					
<b>Outcome 3</b>	<b>Apply the importance of reading for life.</b>				<b>K3</b>

<b>Unit IV</b>					
<b>Objective 4</b>	<b>To help students with the research bent of mind develop their skills in writing reports and research proposals.</b>				
<b>Creativity and Imagination:</b> Speaking: Making oral presentations through short films – subject based Reading: Essay on Creativity and Imagination (subject based) Writing – Basic Script Writing for short films (subject based) - Creating blogs, flyers and brochures (subject based) - Poster making – writing slogans/captions (subject based).					
<b>Outcome 4</b>	<b>Analyze to read independently unfamiliar texts with</b>				<b>K4</b>
<b>Unit V</b>					
<b>Objective 5</b>	<b>To develop their writing skills</b>				
<b>Workplace Communication; Basics of Academic Writing</b> Speaking: Short academic presentation using PowerPoint Reading & Writing: Product Profiles, Circulars, Minutes of Meeting. Writing an introduction, paraphrasing Punctuation (period, question mark, exclamation, point, comma, semicolon, colon, dash, hyphen, parentheses, brackets, braces, apostrophe, quotation marks, and ellipsis) Capitalization (use of upper case)					
<b>Outcome 5</b>	<b>Evaluate the importance of writing in academic life.</b>				<b>K5</b>
<b>Suggested Readings:</b> Tamil Nadu State Council For Higher Education (TANSCHÉ)					
<b>Online Resources:</b> <a href="https://www.periyaruniversity.ac.in/Documents/2020/A&amp;D/10/TANSCHÉ/Physical Science.pdf">https://www.periyaruniversity.ac.in/Documents/2020/A&amp;D/10/TANSCHÉ/Physical Science.pdf</a>					
K1-Remember	K2-Understand	K3-Apply	K4-Analyze	K5-Evaluate	K6-Create

### Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	L(1)	S(3)	M(2)	S(3)	L(1)	S(3)	M(2)	S(3)
CO2	S(3)	M(2)	S(3)	S(3)	S(3)	M(2)	S(3)	M(2)	S(3)	M(2)
CO3	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	M(2)
CO4	M(2)	S(3)	S(3)	M(2)	S(3)	M(2)	S(3)	M(2)	M(2)	S(3)
CO5	S(3)	L(1)	S(3)	S(3)	L(1)	S(3)	S(3)	S(3)	L(1)	S(3)
<b>W.A V</b>	<b>2.8</b>	<b>2.4</b>	<b>2.6</b>	<b>2.8</b>	<b>2.4</b>	<b>2.6</b>	<b>2.4</b>	<b>2.6</b>	<b>2.2</b>	<b>2.6</b>

S –Strong (3), M-Medium (2), L- Low (1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	S(3)	M(2)	M(2)
CO2	M(2)	S(3)	M(2)	S(3)	S(3)
CO3	S(3)	S(3)	S(3)	S(3)	S(3)
CO4	S(3)	L(1)	L(1)	L(1)	S(3)
CO5	S(3)	S(3)	S(3)	S(3)	M(2)
<b>W.AV</b>	<b>2.8</b>	<b>2.4</b>	<b>2.4</b>	<b>2.4</b>	<b>2.6</b>

**S –Strong (3), M-Medium (2), L- Low (1)**



பருவம்-I					
மொழி பாடம்	221T1	பொதுத் தமிழ் தற்காலக் கவிதையும் உரைநடையும்	T	கற்றல் அளவெண் 3	நேரம்:. மணி 6
<b>அலகு-I</b>					
<b>நோக்கம் 1</b>	தற்காலக் கவிதைகளையும் கவிஞர்களையும் அறிமுகப்படுத்துதல்.				
<b>அ) மரபுக்கவிதை</b>					
1. பாரதியார் - பாரததேசமென்று பெயர் சொல்லுவார் (பாரததேசம்)					
2. பாரதிதாசன் - கனியிடை ஏறிய சளையும் முற்றல் கழையிடை ஏறிய சாரும்					
3. நாமக்கல் கவிஞர் - காந்தியக் கவிஞர் (காந்தியஞ்சலி)					
4. கண்ணதாசன் - மனிதரைப் பாட மாட்டேன் (கவிதைகள்)					
5. முடியரசன் - தொழிலாளி					
6. ஜீவானந்தம் - காலுக்கு செருப்புமில்லை ..கால்வயிற்றுக் கூழுமில்லை					
<b>ஆ) புதுக்கவிதை</b>					
1. அப்துல் ரகுமான் - வீட்டுக்கொரு மரம் வளர்ப்போம் (கூடு துறக்கும் பறவை)					
2. மு.மேத்தா - கண்ணீர் பூக்கள்					
3. சக்திஜோதி - தேடித்தீராத தெரு					
<b>பயன் 1</b>	மரபுக்கவிதை மற்றும் புதுக்கவிதையின் இலக்கிய வடிவங்களைத் தெரிந்து கொள்வார்கள்.மரபுக் கவிதைக்கும் புதுக்கவிதைக்கும் உள்ள வேறுபாட்டை மாணவர்கள் புரிந்து கொள்வார்கள்				<b>K1</b>
<b>அலகு -II</b>					
<b>நோக்கம் 2</b>	உரைநடையின் வடிவத்தையும், எழுத்தாளரையும் தெரிந்து கொள்ளுதல்.				
<b>உரைநடை</b>					
1. சவால் விடு - சாதனை செய் - இராமையா இ.ஆ.ப.,					
<b>பயன் 2</b>	எழுத்தாளர் இராமையா பற்றித் தெரிந்து கொள்வார்கள்.சவால்கள் நிறைந்த வாழ்க்கையில் சாதிப்பது எவ்வாறு என மாணவர்களை உணர்ந்து கொள்வார்கள்.				<b>K1</b>
<b>அலகு-III</b>					
<b>நோக்கம் 3</b>	எழுத்து பற்றிய அடிப்படை இலக்கணத்தைத் தெரிந்து கொள்ளுதல்.				
<b>இலக்கணம்</b>					
<b>எழுத்திலக்கணம்:</b> எண்-பெயர்-முறை- பிறப்பு-வடிவம்-மாத்திரை-மொழி முதல் எழுத்துக்கள் - மொழிஇறுதி எழுத்துகள்- மெய்யக்கம்- உருபுமயக்கம்					
<b>பயன் 3</b>	மாணவர்களுக்கு அடிப்படை இலக்கணத்தை நினைவுறுத்தல்.				<b>K1</b>
<b>அலகு-IV</b>					
<b>நோக்கம் 4</b>	மரபுக்கவிதை, புதுக்கவிதை தொடர்பான தோற்றம் வளர்ச்சி வடிவம் பற்றி தெரிந்து கொள்ளுதல்.				
<b>இலக்கிய வரலாறு</b>					
மரபுக்கவிதை, புதுக்கவிதை தொடர்பான இலக்கிய வரலாறு					
<b>பயன் 4</b>	மரபுக்கவிதையின் தோற்றம் வளர்ச்சி பற்றி அறிந்து கொள்வார்கள். புதுக்கவிதையின் பாடுபொருளையும், அதன் தோற்றம் வளர்ச்சியையும் தெரிந்து கொள்வார்கள்.				<b>K1</b>
<b>அலகு-V</b>					
<b>நோக்கம் 5</b>	மாணவர்களின் படைப்பாற்றலை வெளிப்படுத்துதல், மற்றும் பயிற்சியளித்தல்.				
<b>படைப்பும் பயிற்சியும்</b>					
கட்டுரை எழுதுதல்					
<b>பயன் 5</b>	மாணவர்களின் படைப்பாற்றல் திறனைப் பெறுவார்கள்.மாணவர்களுக்கு கட்டுரை எழுதப் பயிற்சியளிப்பதன் மூலம் சிறந்த கட்டுரையாளர்களாக உருவாவார்கள்.				<b>K6</b>

**பார்வை நூல்கள்:**

பாரதியார் கவிதைகள், நியூசெஞ்சுரி புக் ஹவுஸ், சென்னை  
 பாரதிதாசன் கவிதைகள், நியூசெஞ்சுரி புக் ஹவுஸ், சென்னை  
 நாமக்கல் கவிஞரின் கவிதைகள், நியூசெஞ்சுரி புக் ஹவுஸ், சென்னை  
 கண்ணதாசன் கவிதைகள், நியூசெஞ்சுரி புக் ஹவுஸ், சென்னை  
 முடியரசன் கவிதைகள், தமிழ்மண் பதிப்பகம், தியாகராயர் நகர், சென்னை - 17  
 ஜீவானந்தம் கவிதைகள், நியூசெஞ்சுரி புக் ஹவுஸ், சென்னை  
 ஆப்துல் ரகுமான் கவிதைகள், யுனிவர்சல் பப்ளிசிங், சென்னை  
 மு.மேத்தா கவிதைகள், நியூசெஞ்சுரி புக் ஹவுஸ், சென்னை  
 சக்திஜோதி கவிதைகள்

சவால்விடு – சாதனை செய், இராமையா இ.ஆ.ப., தாமரை பதிப்பகம், சென்னை – 98

அடிப்படைத் தமிழ் இலக்கணம், எம்.ஏ.நு.மான், யுனி ஆர்ட்ஸ் (பிரைவேட்) லிமிடெட், கொழும்பு

**இணைய முகவரி:**

[www.tamildigitallibrary.in](http://www.tamildigitallibrary.in)

<b>K1-Remember</b>	<b>K2 - Understand</b>	<b>K3 - Apply</b>	<b>K4- Analyze</b>	<b>K5 - Evaluate</b>	<b>K6 – Create</b>
பாடத்திட்ட வடிவமைப்பு: முனைவர் சி.தன்மாணம்					

**Course Outcome VS Programme Outcomes**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)	M(2)	S(3)	S(3)	M(2)
CO2	M(2)	M(2)	S(3)	S(3)	S(3)	M(2)	S(3)	M(2)	S(3)	S(3)
CO3	S(3)	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)	S(3)	S(3)
CO4	S(3)	S(3)	M(2)	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)
CO5	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)
W.AV	2.8	2.6	2.4	2.6	2.6	2.6	2.6	2.4	2.8	2.6

S–Strong (3), M-Medium (2), L-Low (1)

**Course Outcome VS Programme Specific Outcomes**

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	S(3)	S(3)	S(3)	S(3)
CO2	S(3)	S(3)	S(3)	S(3)	S(3)
CO3	S(3)	M(2)	M(2)	S(3)	S(3)
CO4	M(2)	M(2)	S(3)	S(3)	S(3)
CO5	S(3)	S(3)	S(3)	S(3)	S(3)
W.AV	2.8	2.6	2.8	3	3

S–Strong (3), M-Medium (2), L-Low(1)



பருவம் -II					
மொழி பாடம்	222T1	இடைக்கால இலக்கியமும் சிறுகதையும்	T	கற்றல் அளவெ ண்3	நேரம்: . மணி 6
<b>அலகு-I</b>					
<b>நோக்கம் 1</b>	இடைக்கால இலக்கியத்தையும் சிந்தனையையும் வெளிப்படுத்துதல்				
அ) திருஞானசம்பந்தர் - திருமறைக்காடு (முதல் இரண்டு பாடல்கள்) ஆ) திருநாவுக்கரசர் - திருவதிகை வீரட்டானம் (முதல் இரண்டு பாடல்கள்) இ) சுந்தரர் - திருவெண்ணைநல்லூர் பதிகம் (முதல் இரண்டு பாடல்கள்) ஈ) மாணிக்கவாசகர் - திருவெம்பாவை (முதல் பாடல்) உ) குலசேகர ஆழ்வார் - பெருமாள் திருமொழி (முதல் இரண்டு பாடல்கள்) ஊ) ஆண்டாள் - திருப்பாவை (முதல் பாடல்) எ) சிற்றிலக்கியம் 1. நந்திக்கலம்பகம் - முதல் ஐந்து பாடல்கள் 2. கலிங்கத்துப்பரணி - முதல் ஐந்து பாடல்கள்					
<b>பயன் 1</b>	இடைக்கால இலக்கியத்தின் வடிவங்களையும் சிந்தனைகளையும் மாணவர்கள் உணர்வார்கள். சிற்றிலக்கியங்களையும், அவற்றின் இலக்கிய வடிவங்களையும் மாணவர்கள் தெரிந்து கொள்வார்கள்.				<b>K1</b>
<b>அலகு-II</b>					
<b>நோக்கம் 2</b>	சிறுகதையின் வகைகளையும் பாடுபொருளையும் உணர்த்துதல்.				
<b>சிறுகதை</b> நவரத்தினக் கதைகள்					
<b>புயன் 2</b>	சிறுகதையின் பாடுபொருளைக் கற்றுக் கொள்வார்கள். சிறுகதை இலக்கணங்களைப் பயின்று கொள்வார்கள்.				<b>K2</b>
<b>அலகு-III</b>					
<b>நோக்கம் 3</b>	அடிப்படைச் சொல்லிலக்கணத்தை மாணர்களுக்கு உணர்த்துதல்				
<b>இலக்கணம்</b> சொல்வகை - பெயர்ச்சொல் - வினைச்சொல் - இடைச்சொல் - உரிச்சொல் - வேற்றுமை மயக்கம் - ஆகுபெயர்					
<b>பயன் 3</b>	சொல்லிலக்கணம் பற்றித் தெரிந்து கொள்வார்கள். சொல் வகைகளைத் தெரிந்து கொள்வார்கள்.				<b>K1</b>
<b>அலகு -IV</b>					
<b>நோக்கம் 4</b>	பக்தி இலக்கியம் மற்றும் சிற்றிலக்கியம் தொடர்பான இலக்கிய வரலாற்றை எடுத்தியம்புதல்.				
<b>இலக்கிய வரலாறு</b> பக்தி இலக்கியம் மற்றும் சிற்றிலக்கியம் தொடர்பான இலக்கிய வரலாறு					
<b>பயன் 4</b>	பக்தி இலக்கியத்தின் தோற்றம் வளர்ச்சி பற்றித் தெரிந்து கொள்வார்கள். சிற்றிலக்கியத்தின் தோற்றம் வளர்ச்சி பற்றி அறிந்து கொள்வார்கள்.				<b>K1</b>
<b>அலகு-V</b>					
<b>நோக்கம் 5</b>	மாணவர்களின் படைப்பாற்றல் திறனை வெளிப்படுத்துதல்				
<b>படைப்பாற்றல்</b> சிறுகதை படைத்தல்					
<b>பயன் 5</b>	சிறுகதை எழுதப் பயிற்சியளித்தல். சிறுகதை படைப்பாளர்களை உருவாக்குதல்.				<b>K6</b>

**பார்வை நூல்கள்**

பன்னிரு திருமுறைகள், அன்னை சாரதா பதிப்பகம், அண்ணா நகர், சென்னை - 40  
நாலாயிர திவ்விய பிரபந்தம், அன்னை சாரதா பதிப்பகம், அண்ணா நகர், சென்னை - 40  
நந்திக் கலம்பகம், உலகத் தமிழாராய்ச்சி நிறுவனம், சென்னை  
கலிங்கத்துப்பரணி, உலகத் தமிழாராய்ச்சி நிறுவனம், சென்னை  
நவரத்தினக் கதைகள், முனைவர் நயினார், அறிவுப் பதிப்பகம், சென்னை - 14  
அடிப்படைத் தமிழ் இலக்கணம், எம்.ஏ.நு.மான், யுனி ஆர்ட்ஸ் (பிரைவேட்) லிமிடெட், கொழும்பு

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**Course Outcome VS Programme Outcomes**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)
CO2	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)	S(3)
CO3	S(3)	S(3)	S(3)	M(2)	S(3)	M(2)	M(2)	M(2)	S(3)	M(2)
CO4	M(2)	S(3)	M(2)	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)	M(2)
CO5	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)
W.AV	2.8	3	2.8	2.2	2.4	2.6	2.2	2.2	2.4	2.4

S-Strong(3), M-Medium(2), L-Low(1)

**Course Outcome VS Programme Specific Outcomes**

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	S(3)	S(3)	S(3)	M(2)
CO2	S(3)	S(3)	S(3)	S(3)	M(2)
CO3	S(3)	S(3)	S(3)	S(3)	S(3)
CO4	S(3)	S(3)	M(2)	M(2)	M(2)
CO5	S(3)	S(3)	S(3)	S(3)	S(3)
W.AV	3	3	2.8	2.8	2.4

S-Strong(3), M-Medium(2), L-Low(1)

Semester - I					
L	221F1	French Language, Culture & Civilization -I	T	Credits: 3	Hours : 6
<b>Unit-I</b>					
<b>Objective1</b>	Acquire the four basic language skills of Listening, Speaking, Reading and Writing.				
Bonjour cava ?, Salut, Je m'appelle Agnès, (pg.no-10-29 from book) Bienvenue, La Francetlafrancophonie , Les expressions utilités par L'enseignant et lesélèves. Lescouleurs. Lesmoisdel'année, Lesjoursdelasemaine. Lespaysetlesnationalités. Les animaux domestiques. Lesnombrede 0 à 69, Lespronoms personnels sujets. Lesverbesêtreetavoir, Laformationduféminin, Laformationdupluriel, Les adjectives possessives.					
<b>Outcome 1</b>	Express themselves basic words in French.				<b>K2</b>
<b>Unit-II</b>					
<b>Objective2</b>	Become familiar with the sound pattern of French Language.				
Oui est-ce ? , Dans mon sac, J'ai, (pg.no :30-43 from book) Les professions, Quelquesobjets. Lafiched'identité, Laformationduféminin. Laphraseinterrogative. Laphrasenégative. Lesverbesdupremiergroupe. Lesverbesalleretvenir.					
<b>Outcome 2</b>	Understand the objects and professions.				<b>K2</b>
<b>Unit-III</b>					
<b>Objective 3</b>	Improve their vocabulary and grammar skills by understanding the structures of the Language.				
Ilestcomment? Allô?(pg.no:46-61frombook) L'aspectphysique. Levisage, Lecaractère. Les prépositions de lieu. Les nombres à partir de 70. Les pays des vacances(LaFrance). Lemontsaint-Michel. LaBretagne. Lacôted'Azur. LeschâteauxdelaLoire					
<b>Outcome 3</b>	To acquire knowledge of the parts of the body, numbers 0 to 100, French culture & Civilization.				<b>K1</b>
<b>Unit -IV</b>					
<b>Objective 4</b>	Comprehend the Grammar in French Language.				
LaGrammaire(pg.no:C2-C13fromworkbook) Motsetexpressions, Grammaire, Entrer en contact, se présenter, Demander et répondre poliment, Demanderdesinformationspersonnelles. Laformationduféminin, Lesarticlesdéfiniset indéfinis. Laformationdupluriel. Lesadjectifspossessifs, Grammaire. Lespronoms personnelssujets, Lesverbesêtreetavoir. Sepresenter					
<b>Outcome 4</b>	To identify the basic knowledge of French Grammar.				<b>K1</b>
<b>Unit -V</b>					
<b>Objective 5</b>	Have an exposure to French Culture and Civilization.				
LaGrammaire (pg.no :C14-C21fromworkbook) Motsetexpressions, Grammaire, Décrire l'aspectphysique et le caractère, Parlerautéléphone .Les articlescontractés, Lespronoms personnelstoniques, Ilya, Lesadverbesinterrogatifs, Lesnombres, Lesverbesdu deuxièmegroupe, Leverbefaire.					
<b>Outcome 5</b>	To aware of French words and expressions.				<b>K1</b>

**PrescribedTextBook** :GénérationA1–Book(Unités1-3)

**Authors** :M.Caneschi,D.Cecchi,F.Tortelli

**Publisher** :Didier,Paris,2016

**Suggested Readings:**

AnneAkyüz,BernadetteBazelle-Shahmael,JoëlleBonenfant,Marie–

FrançoiseGliemann*Lesexercicesdegrammaire*,Hachette FLE,Paris.

ChristianBeaulieu,(2015) *Jepratiqued,ExcercicesdegrammaireA1*,Didier,Paris.

CoctonMarie-Noëlle,DupleixDorotheé,HeuElodie,KasazianEmilie,RipaudDelphine,(2015)

*SaisonI–Méthodedefrançais*,Didier,Paris,2015.

NathalieBIE,Philippesantinan,(2005)*Grammairepouradolescents250exercices*,CLEInternational,Paris.

**Online resources:**

<http://enseigner.tv5monde.com/>

<http://bonjourdumonde.com/exercices/contenu/le-français-du-tourisme.html>

<http://www.bonjourdefrance.com/>

<http://www.lepointdufle.net/>

**K1-Remember** | **K2 - Understand** | **K3 - Apply** | **K4- Analyze** | **K5 - Evaluate** | **K6 – Create**

**Coursedesignedby: Mr. S. Manikandan**

**Course outcome VS Programme outcomes**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	L (1)	M (2)	L (1)	L (1)	M (2)	M (2)	M (2)	M (2)	L (1)	L (1)
CO2	M (2)	M (2)	M (2)	M (2)	L (1)	L (1)	L (1)	L (1)	L (1)	L (1)
CO3	M (2)	M (2)	L (1)	L (1)	L (1)	M (2)	M (2)	M (2)	L (1)	L (1)
CO4	L (1)	L (1)	M (2)	L (1)	M (2)	L (1)	L (1)	L (1)	L (1)	L (1)
CO5	M (2)	M (2)	L (1)	L (1)	M (2)	L (1)	L (1)	M (2)	M (2)	M (2)
W.AV	1.6	1.8	1.4	1.2	1.6	1.4	1.4	1.6	1.2	1.2

**S –Strong (3), M-Medium (2), L- Low (1)**

**Course Outcome VS Programme Specific Outcomes**

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L (1)	M (2)	M (2)	M (2)	M (2)
CO2	M (2)	L (1)	L (1)	L (1)	S (3)
CO3	L (1)	S (3)	M (2)	M (2)	M (2)
CO4	M (2)	M (2)	M (2)	L (1)	L (1)
CO5	L (1)	M (2)	L (1)	L (1)	M (2)
W.AV	1.4	2	1.6	1.4	2

**S –Strong (3), M-Medium (2), L- Low (1)**

Semester – II					
L	222F1	French Language, Culture & Civilization - II	T	Credits: 3	Hours: 6
<b>Unit – I</b>					
<b>Objective 1</b>	Enhance their Linguistic Skills by a deeper understanding of the Language structure and the vocabulary.				
<b>Les loisirs, Laroutine (pg.no-62-75frombook)</b>					
Les activités quotidiennes, Les matières, Le temps et l'heure, La fréquence ,Les Sons, Lesadjectifsinterrogatifs,Lesnombresordinaux,L'heure,Lespronoms personnels,Lesverbespronominiaux,Lesverbesdupremiergroupee.er,eler,eterLeverbeprendre,Parler de ses goûts et de ses préférences, Décrire sa journée.					
<b>Outcome 1</b>	Plan the Leisure activities and day today activities.			<b>K4</b>	
<b>Unit – II</b>					
<b>Objective 2</b>	Apply the Language Skills on a range of Everyday Situations.				
<b>Ou faire les courses ?Découvrez et dégustez !(pg.no :78-93 from book)</b>					
Les aliments,Les quantités , Les commerces et les commerçants, Demander et dire paiement, Les sons (a/an),Lesarticlespartitifs,Lepronomen(laquantité)Laphrasenégative,C'est/Il est L,imperatif,Les verbesdevoir, pouvoir, savoir, Vouloir ,Au restaurant :Commander et commenter,					
<b>Outcome 2</b>	Acquire knowledge of shopping and Narrate the events.			<b>K1</b>	
<b>Unit – III</b>					
<b>Objective 3</b>	Understand routine information and get a grasp of the practical life in France.				
<b>Toutlemondes'amuse,Lesadosauquotidien(pg.no :94-107frombook)</b>					
La formation du Féminin, Le pronom indéfini on ' Le passé composé, Le future proche, Les verbs du premier groupe en,-yer, Les verbs voir et sortir. Décrire une tenue, Ecrireun Message amical.					
<b>Outcome 3</b>	Prepare the invitation and message writing.			<b>K6</b>	
<b>Unit – IV</b>					
<b>Objective 4</b>	Get an insight into the cultural background of France.				
<b>La Grammaire(pg.no:C22 C29fromworkbook)</b>					
Les loisirs,La routine,Mots et expressions, Grammaire, Exprimer ses goûts et ses préférences, Décrire sa journée.					
<b>Outcome 4</b>	To understand the French expressions and grammar.			<b>K2</b>	
<b>Unit –V</b>					
<b>Objective 5</b>	Understand the difference between formal and informal writing using appropriate format.				
<b>LaGrammaire;(pg.no:C30-C43fromworkbook).</b>					
Où faire ses courses? ,Découvrez et dégustez!, Mots et expressions, Grammaire Au restaurant :Commander et commenter ,Inviter et répondre à uneinvitation. Tout le monde s'amuse, Les ados au quotidien, Mots et expressions, Grammaire. Décrire une tenue, Écrire un Message amical.					
<b>Outcome 5</b>	Acquire a good knowledge of the French cuisine.			<b>K1</b>	

<b>Prescribed Text Book</b> :GénérationA1–Book(Unites4-6)					
<b>Authors</b> :M.Caneschi,D.Cecchi,F.Tortelli					
<b>Publisher</b> :Didier,Paris,2016					
<b>Suggested Readings:</b>					
Anne Akyüz, Bernadette Bazelle-Shahmael, Joëlle Bonenfant, Marie –Françoise GliemannLes exercices de grammaire, Hachette FLE ,Paris.					
Christian Beaulieu, (2015) Je pratique, Exercices de grammaireA1, Didier, Paris.					
Cocton Marie-Noëlle, Dupleix Dorothee, Heu Elodie, Kasazian Emilie, Ripaud Delphine,(2015) Saison 1-Méthode de français, Didier, Paris.					
Nathalie BIE,Philippe SANTINAN, (2005)Grammaire pour adolescents-250 exercices, CLE International, Paris.					
<b>Online resources:</b>					
<ul style="list-style-type: none"> <li>• <a href="http://enseigner.tv5monde.com/">http://enseigner.tv5monde.com/</a></li> <li>• <a href="http://bonjour dumonde.com/exercices/ contenu/le-français-dutourisme.html">http://bonjour dumonde.com/exercices/ contenu/le-français-dutourisme.html</a></li> <li>• <a href="http://www.bonjourdefrance.com/">http://www.bonjourdefrance.com/</a></li> <li>• <a href="http://www.lepointdufle.net/">http://www.lepointdufle.net/</a></li> </ul>					
<b>K1-Remember</b>	<b>K2 - Understand</b>	<b>K3 - Apply</b>	<b>K4- Analyze</b>	<b>K5 - Evaluat</b>	<b>K6 – Create</b>
<b>Course designed by: Mr. S. Manikandan</b>					

### Course outcome VS Programme outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	L (1)	M (2)	L (1)	L (1)	M (2)	M (2)	M (2)	M (2)	L (1)	L (1)
CO2	M (2)	M (2)	M (2)	M (2)	L (1)	L (1)	L (1)	L (1)	L (1)	L (1)
CO3	M (2)	M (2)	L (1)	L (1)	L (1)	M (2)	M (2)	M (2)	S (3)	L (1)
CO4	M (2)	L (1)	M (2)	M (2)	M (2)	L (1)	L (1)	L (1)	L (1)	S (3)
CO5	M (2)	M (2)	L (1)	L (1)	M (2)	L (1)	L (1)	M (2)	M (2)	M (2)
W.AV	1.8	1.8	1.4	1.4	1.6	1.4	1.4	1.6	1.6	1.6

S –Strong (3), M-Medium (2), L- Low (1)

### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L (1)	M (2)	M (2)	M (2)	M (2)
CO2	M (2)	L (1)	M (2)	L (1)	S (3)
CO3	M (2)	S (3)	M (2)	S (3)	L (1)
CO4	M (2)	M (2)	S (3)	L (1)	L (1)
CO5	L (1)	M (2)	L (1)	L (1)	M (2)
W.AV	1.6	2	2	1.6	1.8

S –Strong (3), M-Medium (2), L- Low (1)



Semester – I					
L	912CE	Communicative English -I	T	Credits: 3	Hours:6
<b>Unit – I</b>					
<b>Objective 1</b>	Apply and analyse the right kind of pronunciation with regards to speech sounds and able to get different types of pronunciations.				
<p><b>1. Listening and Speaking</b></p> <p>a. Introducing self and others</p> <p>b. Listening for specific information</p> <p>c. Pronunciation (without phonetic symbols)</p> <p style="padding-left: 40px;">i. Essentials of pronunciation ii. American and British pronunciation</p> <p><b>2. Reading and Writing</b></p> <p>a. Reading short articles – newspaper reports / fact based articles</p> <p>i. Skimming and scanning</p> <p>ii. Diction and tone</p> <p>iii. Identifying topic sentences</p> <p>b. Reading aloud: Reading an article/report</p> <p>c. Journal (Diary) Writing</p> <p><b>3. Study Skills - 1</b></p> <p>a. Using dictionaries, encyclopaedias, thesaurus</p> <p><b>4. Grammar in Context:</b></p> <p><b>Naming and Describing</b></p> <p style="padding-left: 40px;">• Nouns &amp; Pronouns , Adjectives</p>					
<b>Outcome1</b>	Students develop exposure to the channels and levels of communication.			<b>K4</b>	
<b>Unit –II</b>					
<b>Objective 2</b>	To enhance the LSRW Skills.				
<p><b>1. Listening and Speaking</b></p> <p>a. Listening with a Purpose</p> <p>b. Effective Listening</p> <p>c. Tonal Variation</p> <p>d. Listening for Information</p> <p>e. Asking for Information</p> <p>f. Giving Information</p> <p><b>2. Reading and Writing</b></p> <p>1. a. Strategies of Reading:</p> <p style="padding-left: 40px;">Skimming and Scanning</p> <p style="padding-left: 40px;">b. Types of Reading : Extensive and Intensive Reading</p> <p style="padding-left: 40px;">c. Reading a prose passage</p> <p style="padding-left: 40px;">d. Reading a poem</p> <p style="padding-left: 40px;">e. Reading a short story</p>					

<p>2. Paragraphs: Structure and Types</p> <p>a. What is a Paragraph?</p> <p>b. Paragraph structure</p> <p>c. Topic Sentence</p> <p>d. Unity</p> <p>e. Coherence</p> <p>f. Connections between Ideas: Using Transitional words and expressions</p> <p>g. Types of Paragraphs</p> <p><b>3. Study Skills II:</b></p> <p>Using the Internet as a Resource</p> <p>a. Online search</p> <p>b. Know the keyword</p> <p>c. Refine your search</p> <p>d. Guidelines for using the Resources</p> <p>e. e-learning resources of Government of India</p> <p>f. Terms to know</p> <p><b>4. Grammar in Context</b></p> <p>Involving Action-I</p> <p>a. Verbs</p> <p>b. Concord</p>		
<b>Outcome2</b>	Listening and asking for information, structure and types of paragraphs and using of internet as a resource.	<b>K3</b>
<b>Unit -III</b>		
<b>Objective 3</b>	To encourage the descriptive writing and to identify point of view and perspective.	
<p><b>1. Listening and Speaking</b></p> <p>a. Giving and following instructions</p> <p>b. Asking for and giving directions</p> <p>c. Continuing discussions with connecting ideas</p> <p><b>2. Reading and writing</b></p> <p>a. Reading feature articles (from newspapers and magazines)</p> <p>b. Reading to identify point of view and perspective (opinion pieces, editorials etc.)</p> <p>c. Descriptive writing – writing a short descriptive essay of two to three paragraphs.</p> <p><b>3. Grammar in Context: Involving Action – II</b></p> <ul style="list-style-type: none"> <li>• Verbals - Gerund, Participle,</li> <li>• Infinitive</li> <li>• Modals</li> </ul>		
<b>Outcome 3</b>	Writing essay reading newspaper articles.	<b>K3</b>

<b>Unit - IV</b>					
<b>Objective 4</b>	To develop cognitive Skills and narrative writing.				
<b>1. Listening and Speaking</b> a. Giving and responding to opinions <b>2. Reading and writing</b> a. Note taking b. Narrative writing – writing narrative essays of two to three paragraphs <b>3. Grammar in Context:</b> Tense • Present • Past • Future					
<b>Outcome 4</b>	Writing narrative essays.				<b>K6</b>
<b>Unit - V</b>					
<b>Objective 5</b>	To enrich participation in group discussion and interpretations of diagrammatic information.				
<b>1. Listening and Speaking</b> a. Participating in a Group Discussion <b>2. Reading and writing</b> a. Reading diagrammatic information – interpretations maps, graphs and pie charts b. Writing short essays using the language of comparison and contrast <b>3. Grammar in Context:</b> Voice (showing the relationship between Tense and Voice)					
<b>Outcome 5</b>	Interpretation of diagrammatic information and Group discussion.				<b>K2</b>
<b>Suggested Readings:</b> Tamil Nadu State Council For Higher Education(Tansche)					
<b>K1-Remember</b>	<b>K2 - Understand</b>	<b>K3 - Apply</b>	<b>K4- Analyze</b>	<b>K5 - Evaluate</b>	<b>K6 – Create</b>
<b>Course designed by: Dr. G. Aiswarya</b>					

### Course outcome VS Programme outcomes

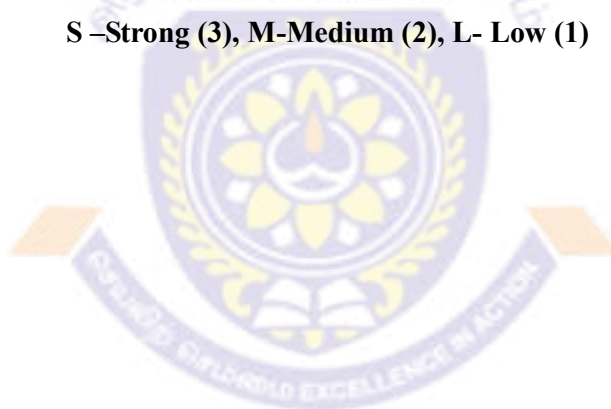
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	L (1)	L (1)	L (1)	L (1)	L (1)	L (1)	S (3)	S (3)	S (3)	S (3)
<b>CO2</b>	L (1)	M (2)	L (1)	M (2)	L (1)	L (1)	S (3)	S (3)	S (3)	S (3)
<b>CO3</b>	M (2)	M (2)	L (1)	M (2)	M (2)	M (2)	S (3)	S (3)	S (3)	S (3)
<b>CO4</b>	M (2)	L (1)	M (2)	M (2)	M (2)	M (2)	S (3)	S (3)	S (3)	S (3)
<b>CO5</b>	L (1)	L (1)	M (2)	M (2)	L (1)	L (1)	S (3)	S (3)	S (3)	S (3)
<b>W.AV</b>	<b>1.4</b>	<b>1.4</b>	<b>1.4</b>	<b>1.8</b>	<b>1.4</b>	<b>1.4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>

**S - Strong (3), M-Medium (2), L- Low (1)**

**Course Outcome VS Programme Specific Outcomes**

<b>CO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	L (1)	L (1)	L (1)	L (1)	S (3)
<b>CO2</b>	L (1)	L (1)	L (1)	L (1)	S (3)
<b>CO3</b>	L (1)	L (1)	L (1)	L (1)	S (3)
<b>CO4</b>	M (2)	M (2)	M (2)	M (2)	S (3)
<b>CO5</b>	M (2)	M (2)	M (2)	M (2)	S (3)
<b>W.AV</b>	<b>1.4</b>	<b>1.4</b>	<b>1.4</b>	<b>1.4</b>	<b>3</b>

**S –Strong (3), M-Medium (2), L- Low (1)**



Semester – II					
L	922CE	Communicative English - II	T	Credits: 3	Hours: 6
<b>Unit– I</b>					
<b>Objective 1</b>	To Apply the concepts of accurate English while writing and become equally at ease in using good vocabulary and language skills.				
<p><b>1. Listening and Speaking</b></p> <p>a. Listening and responding to complaints (formal situation)</p> <p>b. Listening to problems and offering solutions (informal)</p> <p><b>2. Reading and writing</b></p> <p>a. Reading aloud (brief motivational anecdotes)</p> <p>b. Writing a paragraph on a proverbial expression/motivational idea.</p> <p><b>3. Word Power/Vocabulary</b></p> <p>a. Synonyms &amp; Antonyms</p> <p><b>4. Grammar in Context</b></p> <p>Adverbs , Prepositions</p>					
<b>Outcome 1</b>	Students learn the concepts of accurate English while writing and become equally at ease in using good vocabulary and language skills.				<b>K6</b>
<b>Unit- II</b>					
<b>Objective 2</b>	Apply the strategies and techniques learnt in carrying out conversations in different contexts and analyze the different parameters and formats of written technical communication and apply in everyday work and life.				
<p><b>1. Listening and Speaking</b></p> <p>a. Listening to Famous Speeches and Poems</p> <p>b. Making Short Speeches- Formal: welcome speech and vote of thanks. Informal Occasions- Farewell party, Graduation Speech</p> <p><b>2. Reading and Writing</b></p> <p>a. Writing Opinion Pieces (could be on travel, food, film / book reviews or on any contemporary topic)</p> <p>b. Reading poetry</p> <p>i) Reading aloud: (Intonation and Voice Modulation)</p> <p>ii) Identifying and using figures of speech - Simile, Metaphor, Personification etc.</p> <p><b>3. Word Power</b></p> <p>a. Idioms &amp; Phrases</p> <p><b>4. Grammar in Context</b></p> <p>Conjunctions and Interjections</p>					
<b>Outcome 2</b>	Learners develop knowledge on different parameters and formats of written technical communication and apply in everyday work and life.				<b>K2</b>
<b>Unit - III</b>					
<b>Objective 3</b>	To provide the students with a first- hand knowledge of short and formal presentation.				
<p><b>1. Listening and Speaking</b></p> <p>a. Listening to Ted talks</p> <p>b. Making Short Presentations – Formal Presentation with PPT, Analytical</p>					

Presentation of Graphs and Reports of Multiple kinds c. Interactions during and after the Presentations <b>2. Reading and writing</b> a. Writing e-mails of Complaint b. Reading aloud Famous Speeches <b>3. Word Power</b> a. One Word Substitution <b>4. Grammar in Context: Sentence Patterns</b>					
<b>Outcome 3</b>	Students learn first- hand knowledge of short and formal presentation.				<b>K6</b>
<b>Unit - IV</b>					
<b>Objective 4</b>	To provide Students knowledge on reading visual text and preparing first drafts of short assignments.				
<b>1. Listening and Speaking</b> a. Participating in a meeting: face to face and online b. Listening with courtesy and adding ideas and giving opinions during the meeting and making concluding remarks. <b>2. Reading and Writing</b> a. Reading visual texts – advertisements b. Preparing first drafts of short assignments <b>3. Word Power</b> a. Denotation and Connotation <b>4. Grammar in Context: Sentence Types</b>					
<b>Outcome 4</b>	Students acquire knowledge on reading visual text and preparing first drafts of short assignments.				<b>K2</b>
<b>Unit -V</b>					
<b>Objective 5</b>	To enrich writing skills and responding to questions at a formal interview.				
<b>1. Listening and Speaking</b> a. Informal interview for feature writing b. Listening and responding to questions at a formal interview <b>2. Reading and Writing</b> a. Writing letters of application b. Readers' Theatre (Script Reading) c. Dramatizing everyday situations/social issues through skits. (writing scripts and performing) <b>3. Word Power</b> a. Collocation <b>4. Grammar in Context: Working With Clauses</b>					
<b>Outcome 5</b>	Students develop writing skills and responding to questions at a formal interview.				<b>K6</b>
<b>Reference and Textbooks:</b>					
Tamil Nadu State Council For Higher Education( Tansche )					
<b>K1-Remember</b>	<b>K2 - Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>
<b>Course designed by: Dr. G. Aiswarya</b>					



**Course outcome VS Programme outcomes**

<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	L (1)	L (1)	L (1)	L (1)	L (1)	L (1)	S (3)	S (3)	S (3)	S (3)
<b>CO2</b>	L (1)	M (2)	L (1)	M (2)	L (1)	L (1)	S (3)	S (3)	S (3)	S (3)
<b>CO3</b>	M (2)	M (2)	L (1)	M (2)	M (2)	M (2)	S (3)	S (3)	S (3)	S (3)
<b>CO4</b>	M (2)	L (1)	M (2)	M (2)	M (2)	M (2)	S (3)	S (3)	S (3)	S (3)
<b>CO5</b>	L (1)	L (1)	M (2)	M (2)	L (1)	L (1)	S (3)	S (3)	S (3)	S (3)
<b>W.AV</b>	<b>1.4</b>	<b>1.4</b>	<b>1.4</b>	<b>1.8</b>	<b>1.4</b>	<b>1.4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>

**S –Strong (3), M-Medium (2), L- Low (1)**

**Course Outcome VS Programme Specific Outcomes**

<b>CO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	L (1)	L (1)	L (1)	L (1)	S (3)
<b>CO2</b>	L (1)	L (1)	L (1)	L (1)	S (3)
<b>CO3</b>	L (1)	L (1)	L (1)	L (1)	S (3)
<b>CO4</b>	M (2)	M (2)	M (2)	M (2)	S (3)
<b>CO5</b>	M (2)	M (2)	M (2)	M (2)	S (3)
<b>W.AV</b>	<b>1.4</b>	<b>1.4</b>	<b>1.4</b>	<b>1.4</b>	<b>3</b>

**S –Strong (3), M-Medium (2), L- Low (1)**



## **EDUCATION CAMPUS**