

GOVERNMENT POLYTECHNIC, PUNE**'120 – NEP' SCHEME**

PROGRAMME	DIPLOMA IN CE/EE/ET/ME/MT/CM/IT/DDGM
PROGRAMME CODE	01/02/03/04/05/06/07/08
COURSE TITLE	FASHION STYLING
COURSE CODE	DD21206
PREREQUISITE COURSE CODE & TITLE	NA

I. LEARNING & ASSESSMENT SCHEME

Course Code	Course Title	Abbr	Course Category/s	Learning Scheme						Credits	Assessment Scheme												
				Actual Contact Hrs./Week			SLH	NLH	Paper Duration		Theory				Based on LL & TSL				Based on SL		Total Marks		
															Practical								
				CL	TL	LL					FA-PR		SA-PR		SLA								
Max	Max	Max	Min	Max	Min	Max	Min	Max		Min													
DD	FASHION STYLING		DSC	4	0	2	0	6	3	3 Hrs	30	70	100	40	25	10	25#	10	0	0	150		

Total IKS Hrs. for Semester: 2 Hrs.

Abbreviations: CL- Class Room Learning, TL- Tutorial Learning, LL- Laboratory Learning, SLH- Self Learning Hours, NLH- Notional Learning Hours, FA - Formative Assessment, SA-Summative assessment, IKS – Indian Knowledge System, SLA - Self Learning Assessment

Legends: @ Internal Assessment, # External Assessment, *# On Line Examination, @\$- Internal Online Examination.

Note:

- 1.FA-TH represents average of two class tests of 30 marks each conducted during the semester.
2. If candidate is not securing minimum passing marks in FA-PR of any course then the candidate shall be declared as "Detained" in that semester.
3. If candidate is not securing minimum passing marks in SLA of any course then the candidate shall be declared as fail and will have to repeat and resubmit SLA work.
4. Notional Learning hours for the semester are (CL+LL+TL+SL) hrs. * 15 Weeks
5. 1 credit is equivalent to 30 Notional hrs.
6. * Self learning hours shall not be reflected in the Time Table.
7. * Self learning includes micro project / assignment / other activities.

II. RATIONALE:

III. Fashion styling is one of the emerging career options. With the rapid growth in fashion and film industry, the demand for a fashion stylist is on the rise. Styling is all about creating the complete look according to the theme, event, personal style, ongoing trends etc. It emphasizes on design, commercial styling, personal shopping, image makeovers, creating fashion images in collaboration with various magazines, brands, export and production houses and also those responsible for building new fashion trends.

IV.**V. COURSE LEVEL LEARNING OUTCOMES (CO's)**

Students will be able to achieve & demonstrate the following CO's on completion of course-based learning

- CO1 - Interpret purpose of fashion styling and image design.
- CO2- Select relevant styling category for a fashion project.
- CO3- Implement appropriate clothing co-ordination techniques for a given brand product
- CO4- Apply styling techniques for set creation.
- CO5- Recommend style plan for client.
- CO6- Interpret the influence of visual communication on styling

VI. THEORY LEARNING OUTCOMES AND ALIGNED COURSE CONTENT

Sr. No	Theory Learning Outcomes (TLO'S) aligned to CO's.	Learning content mapped with TLO's.	Suggested Learning Pedagogies	Relevant COs
SECTION-I				
UNIT 1 – INTRODUCTION AND HISTORY OF FASHION STYLING (CL 10 Hrs.- Marks-10)				
1.	TLO 1.1: Define Styling terminology. TLO 1.2: Explain the role of Sourcing in styling. TLO 1.3: Differentiate between Image Semiotics and Image Makeovers TLO 1.4: Explain History of Fashion Styling.	1.1. Terminology 1.1.1 Styling 1.1.2 Stylist 1.1.3 Sourcing 1.1.4 Style Trunk (Stylist essential) 1.1.5 Image Makeovers 1.1.6 Image Semiotics 1.1.7 Fashion Media 1.1.8 Contemporary Style 1.1.9 Cutting Edge Fashion 1.1.10 Signature Look 1.2. History of Fashion Stylist 1.2.1 Rose Berthin 1.2.2 Ray Petri 1.2.3 Decade wise fashion trend (1900, 2000, 2010,2020)	Lecture with media Lecture with questions and answers Group Discussions Flipped Classroom Demonstration	CO1
UNIT 2 – CLASSIFICATION OF STYLING (CL Hrs. -10, Marks-10)				
2	TLO 2.1: Enlist the Styling category TLO 2.2: Explain the Dramatic Shoot TLO 2.3: Differentiate between Celebrity and Runway styling TLO 2.4: Explain the look book Concept TLO 2.5: Describe Role and Responsibility of Fashion Stylist TLO 2.6: Explain the importance of studying Commercial Advertising Styling	2.1 Styling Category 2.1.1. Advertising (Product) 2.1.2. Celebrity and Personal (Red Carpet) 2.1.3. Dramatic Shoot 2.1.4. Magazine Editorial styling (Personal and Product) 2.1.5. Runway Styling 2.1.6. Fashion Editorial 2.1.7. Personal Bridal Wardrobe 2.1.8. Film /Television Costume Styling (Movies / web series) 2.1.9. Thematic Styling 2.1.10. Campaign Look book Styling shoots 2.1.11. Commercial Advertising Styling (Audio visual) 2.2 Role and Responsibilities of Fashion Stylist	Lecture with media Presentations Cooperative Learning Lecture with Q&A Flipped Classroom Demonstration Video Demonstrations Case Study Group discussions	CO2
UNIT 3 –STYLING PROCESS (CL Hrs. 12, Marks-15)				
3	TLO 3.1: Enlist the basic styling process TLO 3.2: Explain the importance of studying Character Profile Character Profile TLO 3.3: State the features of Style selection TLO 3.4: Explain the Reference board TLO 3.5: Describe the shoot day and	3.1 Introduction to Client Brief 3.1.1. Define Character Profile 3.1.2. Reference Board- Story, Mood, Color, Texture. 3.1.3. Style Selection -Apparel and Shape wear (Source/Rent/Purchase) 3.1.4. Fitting and Alteration 3.1.4. Role of Make Up and Hairstyle	Lecture with media Presentations Cooperative Learning Lecture with Q&A Flipped Classroom Demonstration	CO3

	last-minute requirement TLO 3.6: Explain the role of makeup and hair style TLO 3.7: Differentiate between Single product Promotion and Runway Styling Promotion TLO 3.8: Explain the role of Budget constraints.	3.1.5. Importance of Accessories 3.1.6. Props and Background Setup-Object arrangement 3.1.7. Modeling and Poses 3.1.8. Photo shoot Day/Event-Final Touch and handling last minute requirement. 3.2 Single product Promotion-Process 3.3 Runway Styling Promotion -Process 3.4. Stylist modular dressing plan- 3.4.1 Assemble look 3.4.2 Styling for skin tone 3.4.3 Budget Constraints	n Video Demonstrations Case Study Group discussions	
(SECTION-II) UNIT 4 – STYLING TECHNIQUES (CL Hrs. - 12 , Marks-15)				
4	TLO 4.1: Identify the unique parameters of Photography TLO 4.2: Identify the unique parameters of Lights TLO 4.3: Analyze the Rule of one third -Photography TLO 4.4: Differentiate between the Photo Macro graph and High speed photography TLO 4.5: Enlist the types of lights TLO 4.6: Differentiate between Butterfly light and Natural light	4.1 Fashion Photography- 4.1.1. Digital Photography-Rule of one third. 4.1.2. Photo Macro graph 4.1.3. Photo Micro graph 4.1.4. High speed photography(motor driven camera) 4.1.5. Underwater photography 4.2 Types of Light- 4.2.1. Natural Light 4.2.2. Front Light 4.2.3. Back Light 4.2.4. Soft Light 4.2.5. Hard Light 4.2.6. Rim Light 4.2.7. Rembrandt Light 4.2.8. Loop Light 4.2.9. Butterfly Light 4.2.10. Split Light 4.2.11. Paramount Lighting 4.2.12. Broad Light 4.2.13. Short Light. 4.2.14. Indoor Photography Light. 4.2.15. Light for Portraits	Lecture with media Presentations Cooperative Learning Lecture with Q&A Flipped Classroom Demonstrations Case Study Group discussions	CO4
UNIT 5 –STUDY OF STYLING ESSENTIAL (CL Hrs. - 10 , Marks- 10)				
5	TLO 5.1 Enlist types of body shapes TLO 5.2 Apply Do's and don'ts for specific figure type	5.1. Body Shapes and its Dressing ideas- 5.1.1. Pear Shape 5.1.2. Trapeze	Lecture with media Video Demonstrations	CO5

	<p>TLO 5.3 Analyze illusion through colors to overcome figure defects</p> <p>TLO 5.4 Analyze illusion through texture to overcome figure defects</p> <p>TLO 5.5 Analyze illusion through line to overcome figure defects</p> <p>TLO 5.6 Describe the importance of cultural study in Styling</p> <p>TLO 5.7 Explain the concept of Mix and Match</p>	<p>5.1.3. Triangle</p> <p>5.1.4. Apple</p> <p>5.1.5. Rectangle</p> <p>5.1.6. Hourglass shape</p> <p>5.2. Do's and Don'ts for design</p> <p>5.2.1. Illusion to overcome defects (Color, Texture, Line)</p> <p>5.2.2. Tall and Thin Figure</p> <p>5.2.3. Tall and Stout Figure</p> <p>5.2.4. Short and thin Figure</p> <p>5.2.5. Short and Stout Figure</p> <p>5.3 Cultural Studies</p> <p>5.3.1 Role in society</p> <p>5.3.2 Positive Impact</p> <p>5.4 Mix and Match</p> <p>5.4.1 Advantages</p> <p>5.4.2 Disadvantages</p>	<p>ons</p> <p>Presentation</p> <p>s Flipped</p> <p>Classroom</p>	
UNIT 6 – STYLING CAREER AND ORBIT (CL Hrs. - 10, Marks- 10)				
6.	<p>TLO 6.1: Enlist the types of Art Directors</p> <p>TLO 6.2: Explain the Visual Communication</p> <p>TLO 6.3: Explain the Non-verbal communication</p> <p>TLO 6.4: Describe Role and Responsibility of Stylist</p> <p>TLO 6.5: Explain the role of Virtual consultancy</p>	<p>6.1 Art Directors</p> <p>6.1.1 Role and Responsibilities</p> <p>6.1.2 Types of Art Directors</p> <p>6.1.3 Visual Communication</p> <p>6.1.4 Non-Verbal Communication</p> <p>6.2 Styling Career</p> <p>6.2.1 Freelancing</p> <p>6.2.2 Fashion Styling shoots</p> <p>6.2.3 Wardrobe Designing</p> <p>6.2.4. Virtual consultancy</p> <p>6.2.5 Online Styling service</p> <p>6.2.6 Celebrity Stylist</p> <p>6.2.7 Product Stylist</p> <p>6.2.8 Social Media Stylist</p> <p>6.2.9 Personal Stylist</p> <p>6.2.10 Multi Media Design</p>	<p>Lecture with media</p> <p>Presentation</p> <p>s</p> <p>Cooperative Learning</p> <p>Lecture with Q&A</p> <p>Flipped Classroom</p> <p>Demonstration on Video</p> <p>Demonstrations Case Study</p> <p>Group discussions</p>	CO6

VII. LABORATORY LEARNING OUTCOME AND ALIGNED PRACTICAL/TUTORIAL EXPERIENCES.

Sr. No	Practical/Tutorial/Laboratory Learning Outcome (LLO)	Laboratory Experiment / Practical Titles /Tutorial Titles	Number of hrs.	Relevant COs
1	LLO 1.1 Identify and collect information of Two Indian famous Stylist LLO 1.2 Identify and collect information of Two international famous Stylist.	Prepare the informative presentation of 10 Slides <ul style="list-style-type: none"> Two Indian Stylist Two International Stylist 	02	CO1
2	LLO 2.1 Select the styling category LLO 2.2 Enlist the sources required LLO 2.3 Collect the information for styling project	Prepare an theme based informative board showcasing the details required to start any styling project.	02	CO2, CO3, CO4
3	LLO 3.1 Collect information of editorial styling LLO 3.2 Study the process LLO 3.3 Implement the features in actual design LLO 3.4 Conduct photoshoot LLO 3.5 Create Cover page	Editorial styling <ul style="list-style-type: none"> Select a fashion magazine and a personality/model/product Outline the key features Develop the Boards Identify shoot requirements – Select Apparel, Fitting and Alteration, Hairstyle, Makeup, Accessories or Props, Budget. Conduct a photoshoot for the styled Model /Product for the cover Page Apply Digital photography and light effects suitable for design. Create a layout for cover page 	04	CO2, CO3, CO4
4	LLO 4.1 Collect information of Brand styling LLO 4.2 Study the process LLO 4.3 Implement the features in actual design LLO 4.4 Conduct photoshoot LLO 4.5 Create Digital layout	Brand Styling <ul style="list-style-type: none"> Select a brand for commercial advertisement styling. Photoshoot the advertisement for the brand-Outline Key features, Develop Boards, Identify Shoot requirements, Check Fitting and Alteration. Digitally Edit and Refine Final Digital Layout of Brand Styling advertising 	04	CO2, CO3, CO4
5	LLO 5.1 Collect information of personal styling LLO 5.2 Study the process LLO 5.3 Implement the features in actual design LLO 5.4 Conduct photoshoot LLO 5.5 Create Digital layout	Develop celebrity attire/ client profile Personal Styling. <ul style="list-style-type: none"> Select Any one client/celebrity Apply personal styling based on body style and design Do's and Don't Photoshoot, Digitally Edit and Refine Prepare photography portfolio 	04	CO2, CO3, CO4, CO5

6	LLO 6.1 Collect information of look book LLO 6.2 Study the process LLO 6.3 Implement the features in actual design LLO 6.4 Digitally Edit and Refine collection LLO 6.5 Create look book booklet	Look Book Styling Shoot <ul style="list-style-type: none"> Select Any one upcoming designer Write a brief on design concept/collection of brands Digitally Edit and Refine, Sync the collection and arrange it. Prepare a look book booklet. 	06	CO2, CO3, CO4
7	LLO 7.1 Collect information on Costume Styling LLO 7.2 Study the process LLO 7.3 Implement the features in actual design LLO 7.4 Conduct photoshoot LLO 7.5 Create digital page	Film /Television Costume Styling (Movies / web series) <ul style="list-style-type: none"> Select Any one character from the Movie/Web series Create the look with accessories and makeup Photoshoot the detail created style Digitally Edit and Refine Create digital page with web series name and briefing 	06	CO2, CO3, CO4, CO5
8	LLO 8.1 Collect information on Thematic Styling LLO 8.2 Study the process LLO 8.3 Implement the features in actual design LLO 8.4 Conduct photo shoot LLO 8.5 Create digital page	Thematic Styling <ul style="list-style-type: none"> Arrange window Display of five theme-based garments with suitable backdrop Photoshoot the detail styling Create Digital page layout for the above style 	04	CO4, CO5
Note: 1. All the above practical are compulsory and should be performed in a group of three or four students. 2. Any one from experiment No.5 and No.7				

VIII. SUGGESTED MICRO PROJECT/ASSIGNMENT/ACTIVITIES FOR SPECIFIC LEARNING/SKILLS DEVELOPMENT

Micro project

- Prepare a blog on the “The art of Styling”. Use appropriate template and write the details of self with photo.
- Prepare one-minute videos on “Revamping Vintage to trendy styling” Using any freeware App.
- Follow Fashion stylist on social media and write one page write up of the stylist recent updates.
- Read and collect articles from fashion magazine and newspaper.

IX. Choose a character from Indian/Hollywood film and recreate their look with your unique style aesthetics. Plan and Execute photo shoot for the same.

X. Choose a celebrity and compare their different looks for the various events they have attended to understand their personal style.

XI. LABORATORY EQUIPMENT/INSTRUMENTS/TOOLS/SOFTWARE REQUIRED

Sr. No	Equipment Name with Broad Specifications	Relevant LLO Number
1	Stackers: Floor stack displayers can come in many materials, including wood, steel, and durable plastic. Durable Injection-molded and Rotational-molded plastic platforms are weatherproof, making them ideal for both interior and exterior display.	All
2	LED Lights to focus display: 1 Watt Round LED Button/COB Warm White (Yellow) Focus Light for POP/Recessed Lighting (Set of 4), Camera	All
3	Props according to Requirement	All

XII. SUGGESTED FOR WEIGHTAGE TO LEARNING EFFORTS & ASSESSMENT PURPOSE (Specification Table)

Sr. No	Unit	Unit Title	Aligned COs	Learning Hours	R-Level	U-Level	A-Level	Total Marks
1	I	Introduction and History of Fashion Styling	CO1	10	6	2	2	10
2	II	Classification of Styling	CO2	10	3	3	4	10
3	III	Styling Process	CO3	12	6	5	4	15
4	IV	Styling Techniques	CO4	12	6	5	4	15
5	V	Study of Styling Essential	CO5	10	3	3	4	10
6	VI	Styling career and Orbit	CO6	10	2	4	4	10
Grand Total				64	26	22	22	70

XIII. ASSESSMENT METHODOLOGIES/TOOLS

Formative assessment (Assessment for Learning)	Summative Assessment (Assessment of Learning)
1. Midterm Test 2. Lab. Performance- Draping/Photo shoot/Digital presentation (Term Work)	1. End Term Examination (Theory) 2. End Term Practical Examination

XIV. SUGGESTED COs- POs MATRIX FORM

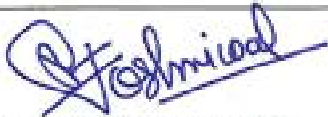



Course Outcomes (CO's)	Programme Outcomes (POs)							Programme Specific Outcomes *(PSOs)	
	PO-1 Basic and Discipline Specific Knowledge	PO-2 Problem Analysis	PO-3 Design/ Development of Solutions	PO-4 Engineering Tools	PO-5 Engineering Practices for Society, Sustainability and Environment	PO-6 Project Management	PO-7 Life Long Learning	PSO-1	PSO-2
CO1	2	--	--	--	--	2	3	--	3
CO2	3	1	1	--	2	--	3	1	2
CO3	3	2	2	--	1	1	3	--	3
CO4	3	2	2	--	2	2	3	--	3
CO5	3	3	3	--	1	2	3	--	3
CO6	2	--	--	--	--	2	3	--	3
Legends :- High:03, Medium:02, Low:01, No Mapping: - *PSOs are to be formulated at the institute level									

XV. SUGGESTED LEARNING MATERIALS/BOOKS

Sr.No	Author	XVI. Title	Publisher
1	Fashion Styling	Author-Jo Dingemans Publisher-Red globe press- June 1999	ISBN-10:0333770927 ISBN-13:978-0333770924
2	Fashion Stylist	Author-Gillian Armour Publisher-Create space 2012	ISBN-10:1450588107 ISBN-13:9781450588102
3	The professional wardrobe Stylist	Author-Gillian Armour Publisher-Create space 2012	ISBN-10:1480140236 ISBN-13:9781480140233
4	How to do color Analysis	Author-Gillian Armour Publisher-Create space independent publishing platform 2012	ISBN-10:1461028116 ISBN-13:9781461028116
5	Stylist-The interprets of Fashion	Author- Shannon Burns Publisher-Rizzoli 2007	ISBN-10:0847829243 ISBN-13:978-0847829248
6	Fashion Stylists Handbook	Author- Danielle Griffiths Publisher-Laurelce King Publishing	ISBN-13:9781780678559

XII. LEARNING WEBSITES & PORTALS

Sr.No	Link/Portal	Description
1.	12 Types of Lighting in Photograph (format.com)	Lights
2.	https://australianstyleinstitute.com.au/what-an-editorial-stylist-does-and-how-to-become-one/	Fashion Stylist
3.	https://en.wikipedia.org/wiki/Personal_stylist	Personal Stylist
4.	http://www.whowhatwear.com/celebrity-style-lessons/slide14	Celebrity Stylist
5.	https://www.styledepartment.co.uk/prop-and-set-styling/	Props and Set Styling
6.	https://issuu.com/blog/catalogs-and-lookbooks	Catalogue/Look book Styling
7.	https://youtu.be/XL8f1bEJ6EY	Fashion Styling
8.	https://www.caseypaulstyling.co.uk	Fashion Styling
9.	http://youtu.be/1jyEiD0dGi8	Fashion Styling
XVII.		
10.	https://issuu.com/docs/cizraclugston/docs/fashion_stylist_research_pdf	Fashion Styling

<p>Name & Signature:</p>  <p>1. Mrs. Payal V. Toshniwal Lecturer DDGM</p>	<p>Name & Signature:</p>  <p>2. Mrs. Namita V. Gondane Lecturer DDGM</p>
<p>Name & Signature:</p>  <p>Dr. Y.V. Chavan (Programme Head)</p>	<p>Name & Signature:</p>  <p>Shri. S.B. Kulkarni (CDC In-charge)</p>

GOVERNMENT POLYTECHNIC, PUNE**'120 – NEP' SCHEME**

PROGRAMME	DIPLOMA IN CE/EE/ET/ME/MT/CM/IT/DDGM
PROGRAMME CODE	01/02/03/04/05/06/07/08
COURSE TITLE	GARMENT CONSTRUCTION TECHNIQUES-MEN
COURSE CODE	DD31203
PREREQUISITE COURSE CODE & TITLE	DD11202

I. LEARNING & ASSESSMENT SCHEME

II. LEARNING & ASSESSMENT SCHEME																						
Course Code	Course Title	Course Category/s	Learning Scheme						Credits	Paper Duration	Assessment Scheme											Total Marks
			Actual Contact Hrs./Week			SLH	NLH	Theory			Based on LL & TSL				Based on SL							
			CL	TL	LL						Practical											
											FA-TH	SA-TH	Total		FA-PR		SA-PR		SLA			
													Max	Max	Max	Min	Max	Min	Max	Min	Max	
DD31203	GARMENT CONSTRUCTION TECHNIQUES-MEN	DSC	4	-	4	-	8	4	03	30	70	100	40	50	20	25#	10	-	-	175		

Total IKS Hrs for Sem. : 2 Hrs

Abbreviations: CL- Class Room Learning , TL- Tutorial Learning, LL-Laboratory Learning, SLH-Self Learning Hours, NLH-Notional Learning Hours, FA - Formative Assessment, SA -Summative assessment, IKS - Indian Knowledge System, SLA - Self Learning Assessment

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Note :

1. FA-TH represents average of two class tests of 30 marks each conducted during the semester.
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3. If candidate is not securing minimum passing marks in SLA of any course then the candidate shall be declared as fail and will have to repeat and resubmit SLA work.
4. Notional Learning hours for the semester are (CL+LL+TL+SL)hrs.* 15 Weeks
5. 1 credit is equivalent to 30 Notional hrs.
6. * Self learning hours shall not be reflected in the Time Table.
7. * Self learning includes micro project / assignment / other activities

II. RATIONALE:

To attain the industry expected outcome through various teaching learning experiences: Implement advance garment-construction techniques in the Men's garment manufacturing industries.

III. COURSE LEVEL LEARNING OUTCOMES (CO's)

Students will be able to achieve & demonstrate the following CO's on completion of course-based learning

CO1 - Classify the structure and departments of Apparel Manufacturing Industry

CO2 - Analyse the harmonized system and evaluate the inspection systems.

CO3 - Estimate fabric usage when cutting.

CO4 - Use seams and stitches in apparel production.

CO5 - Analyse garment production systems and costing.

CO6- Construct garments for the Men's wear using pattern making, lay marking and finishing techniques.

IV. THEORY LEARNING OUTCOMES AND ALIGNED COURSE CONTENT:

Sr. No	Theory Learning Outcomes (TLO'S) aligned to CO's.	Learning content mapped with TLO's.	Suggested Learning Pedagogies	Relevant COs
SECTION - I				
UNIT 1 – INTRODUCTION TO APPAREL MANUFACTURING INDUSTRY (CL Hrs. - 12, Marks- 15)				
1.	TLO 1. Classify Apparel industry Structure. TLO 2. Enlist the functions of Merchandising Department. TLO 3. Importance of Sample Department 1d.Summarize the process of CAD Section. TLO 4. State the role of finishing department. TLO 5. Describe Quality Assurance Functions.	1.1 Introduction to Apparel Industry. 1.1.1 Apparel Industry structure 1.2 Various Department in Apparel Industry 1.2.1 Merchandising Department 1.2.2 Sampling Department 1.2.3 Fabric Sourcing department 1.2.4 Purchasing Department 1.2.5 Fabric Inspection Department 1.2.6 Accessory Stores Department 1.2.7 Production Planning Department 1.2.8 CAD Section 1.2.9 Cutting Section 1.2.10 Production Department 1.2.11 Embroidery and Fabric washing section 1.2.12 Finishing Department 1.2.13 Quality Assurance Department	Video, Chalk-Board	CO1
UNIT 2 – SELECTION METHODS OF GARMENTS IN APPAREL MANUFACTURING AND FABRIC INSPECTION SYSTEMS (CL Hrs. - 10, Marks- 10)				
2	TLO 2.1 Define the term Harmonized System. TLO 2.2 Classify Harmonized system TLO 2.3 Select appropriate raw material for apparel sector. TLO 2.4 . State the importance of Fabric inspection systems TLO 2.5 Summarized four point system. TLO 2.6 Describe Ten point system. TLO 2.7 Explain Dallas System.	2.1 Harmonized System 2.1.1 Classification and Categories of Apparel Under Harmonized System. 2.2 Raw Material for Apparel Manufacturing 2.2 Fabric Characteristics for Apparel Manufacturing 2.2.1 Style Characteristics 2.2.2 Hand Characteristics 2.2.3 Visual Characteristics 2.2.4 Utility Characteristics 2.2.5 Transmission Characteristics 2.2.6 Transformation Characteristics 2.2.7 Durability Characteristics 2.4 FABRIC INSPECTION SYSTEMS 2.4.1 Four Point System 2.4.2 Ten Point System 2.4.3 Graniteville “78” System 2.4.4 Dallas System	Chalk-Board Presentations	CO2

Sr. No	Theory Learning Outcomes (TLO'S) aligned to CO's.	Learning content mapped with TLO's.	Suggested Learning Pedagogies	Relevant COs
UNIT 3 – FABRIC UTILIZATION IN CUTTING ROOM (CL Hrs. - 10 , Marks- 10)				
3	TLO 3.1 Enlist the cutting methods. TLO 3.2 Differentiate the Manual roll and Automatic roll methods. TLO 3.3 Describe the performance parameters in cutting section.	3.1 Methods of Cutting Fabric 3.1.1 Manual cutting method 3.1.2 Computerized cutting method 3.2 Roll Allocation 3.2.1 Manual roll allocation method 3.2.2 Automatic roll allocation method 3.3 Performance measurement parameters in cutting section 3.3.1. Material Productivity 3.3.2 Marker Efficiency 3.3.3 Marked Consumption 3.3.4 Achieved Consumption 3.3.5 Fabric Utilization 3.3.6 Cut Order Plan	Chalk-Board Presentations	CO3
SECTION - II				
UNIT 4 – SEAMS AND STITCHES IN APPAREL INDUSTRY (CL Hrs. - 10 , Marks- 10)				
4.	TLO 4.1 List the name of seams in apparel industry. TLO 4.2 List the name of stitches in apparel industry. TLO 4.3 Explain stitches and seam as per industry standards.	4.1 Seams 4.1.1 Class 1: Superimposed Seam(SS) 4.1.2 Class 2: Lapped Seam (LS) 4.1.3 Class 3: Bound Seam (BS) 4.1.4 Class 4: Flat Seam (FS) 4.1.5 Class 5: Decorative / Ornamental Stitching 4.1.6 Class 6: Edge Finishing 4.1.7 Class 7: Edge stitched Seam 4.2 Stitches 4.2.1 Class 100: Chain Stitches 4.2.2 Class 200: Hand Stitches 4.2.3 Class 300: Lock Stitches 4.2.4 Class 400: Multi Thread Chain Stitches	Video Chalk-Board	CO4
UNIT 5 – GARMENT PRODUCTION SYSTEMS (CL Hrs. - 12 , Marks- 15)				
5.	TLO 5.1 List out the types of Garment Production System. TLO 5.2 State the features of Group System. TLO 5.3 Mention the advantages and disadvantages of Whole Garment Production System.	5.1 Group System: Section or Process System 5.1.1 Features of Group System 5.1.2 Advantages and Disadvantages 5.2 Whole Garment Production system 5.2.1 Features of whole garment production system 5.2.2 Advantages and Disadvantages 5.3 Modular Production System 5.3.1 Features of modular production System 5.3.2 Advantages and Disadvantages	Chalk-Board	CO5
UNIT 6 – GARMENT COSTING (CL Hrs. - 10 , Marks- 10)				
6.	TLO 6.1 State the meaning of costing. TLO 6.2 Explain manufacturing	6.1 Purpose of Ascertaining Cost 6.2 Manufacturing Cost 6.3 Methods of Costing- Absorption Costing,	Chalk-Board	CO5

	cost. TLO 6.3 Explain the methods of costing. TLO 6.4 Describe the stages of costing.	Direct Costing 6.4 Stages of Costing- Preliminary Costing, Cost Estimating, Material Costing, Labour Costing, Re-costing, Actual Cost.		
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V. LABORATORY LEARNING OUTCOME AND ALIGNED PRACTICAL/TUTORIAL EXPERIENCES.

Sr. No	Practical/Tutorial/Laboratory Learning Outcome (LLO)	Laboratory Experiment / Practical Titles /Tutorial Titles	Number of hrs.	Relevant COs
1	LLO 1.1 Explain Pattern making techniques for the given men's Shirt/ Waist coat. LLO 1.2 Enlist the essential measurements to draft all the blocks mentioned for the given sample. LLO 1.3 Use drafting instructions for creating all the blocks mentioned for the given sample. LLO 1.4 Create a full size paper pattern of Men's shirt/ waist coat LLO 1.5 Stitch Shir/ Waist Coat using appropriate finishing Techniques. LLO 1.6 Estimate the cost of constructed garment based on marking material and trimming used.	Prepare a garment- Men's shirt / Waist Coat ii. Designing of Shirts/ Waist Coat iii. Develop 1:4 scale for the given design of shirt block/ / Waist Coat iv. Full scale drafting and cutting of Shirt Block/ / Waist Coat v. Prepare 1/4 size lay marking and calculate the fabric estimation for shirt/ / Waist Coat vi. Prepare full size pattern with innovative designs. vii. Stitching and finishing of Shirt Block viii. Draw the technical sketch (Front and Back View) ix. Estimate the cost of designed garment and prepare cost sheet.	16	CO6
2	LLO 2.1 Explain Pattern making techniques for the given Coat LLO 2.2 Enlist the essential measurements to draft all the blocks mentioned for the given sample. LLO 2.3 Use drafting instructions for creating all the blocks mentioned for the given sample. LLO 2.4 Create a full size paper pattern of Coat LLO 2.5 Stitch Coat using appropriate finishing Techniques. LLO 2.6 Estimate the cost of constructed garment based on marking material and trimming used.	Prepare a garment- Coat i. Designing of Coat ii. Develop 1:4 scale for the given design of Coat iii. Full scale drafting and cutting of Coat iv. Prepare 1/4 size lay marking and calculate the fabric estimation for Coat v. Prepare full size pattern with innovative designs. vi. Stitching and finishing of Coat vii. Draw the technical sketch (Front and Back View) viii. Estimate the cost of designed garment and prepare cost sheet.	16	CO6
3	LLO 3.1 Explain Pattern making techniques for the given Ethnic Wear Kurta / Sherwani LLO 3.2 Enlist the essential measurements to draft all the blocks mentioned for the given sample. LLO 3.3 Use drafting instructions for creating all the blocks mentioned for the given sample. LLO 3.4 Create a full size paper pattern of Ethnic Wear Kurta /	Prepare a garment- Ethnic Wear Kurta / Sherwani i. Designing of Ethnic Wear Kurta / Sherwani ii. Develop 1:4 scale for the given design of Ethnic Wear Kurta / Sherwani iii. Full scale drafting and cutting of Ethnic Wear Kurta / Sherwani iv. Prepare 1/4 size lay marking and calculate the fabric estimation for Ethnic Wear Kurta / Sherwani v. Prepare full size pattern with innovative	16	CO6

	<p>Sherwani</p> <p>LLO 3.5 Stitch Ethnic Wear Kurta / Sherwani using appropriate finishing Techniques.</p> <p>LLO 3.6 Estimate the cost of constructed garment based on marking material and trimming used.</p>	<p>designs.</p> <p>vi. Stitching and finishing of Ethnic Wear Kurta / Sherwani</p> <p>vii. Draw the technical sketch (Front and Back View)</p> <p>viii. Estimate the cost of designed garment and prepare cost sheet.</p>		
4	<p>LLO 4.1 Explain Pattern making techniques for the Jeans/ Trouser/Chudidar/ Dhoti</p> <p>LLO 4.2 Enlist the essential measurements to draft all the blocks mentioned for the given sample.</p> <p>LLO 4.3 Use drafting instructions for creating all the blocks mentioned for the given sample.</p> <p>LLO 4.4 Create a full size paper pattern of Jeans/ Trouser/Chudidar/ Dhoti</p> <p>LLO 4.5 Stitch Jeans/ Trouser using appropriate finishing Techniques.</p> <p>LLO 4.6 Estimate the cost of constructed garment based on marking material and trimming used.</p>	<p>Prepare a garment- Jeans/Trouser/Churidar/Dhoti</p> <p>i. Designing of Jeans/ Trouser/Chudidar/ Dhoti</p> <p>ii. Develop 1:4 scale for the given design of Jeans/ Trouser/Chudidar/ Dhoti</p> <p>iii. Full scale drafting and cutting of Jeans/ Trouser/Chudidar/ Dhoti</p> <p>iv. Prepare 1/4 size lay marking and calculate the fabric estimation for Jeans/ Trouser/Chudidar/ Dhoti</p> <p>v. Prepare full size pattern with innovative designs.</p> <p>vi. Stitching and finishing of Jeans/ Trouser/Chudidar/ Dhoti</p> <p>vii. Draw the technical sketch (Front and Back View)</p> <p>viii. Estimate the cost of designed garment and prepare cost sheet.</p>	16	CO6

VI. SUGGESTED MICRO PROJECT/ASSIGNMENT/ACTIVITIES FOR SPECIFIC LEARNING/SKILLS DEVELOPMENT (SELF-LEARNING)

SLA NOT APPLICABLE

VII. LABORATORY EQUIPMENT/INSTRUMENTS/TOOLS/SOFTWARE REQUIRED

Sr.No	Equipment Name with Broad Specifications	Relevant LLO Number
1	Juki sewing Machine	All
2	Dress forms/ Maniquins for taking body measurements	All
3	Rulers :- Wooden, Plastic, L shapes. Hip Curve	All
4	French Curve and scale triangle	All
5	Overlock sewing machine	All

VIII. SUGGESTED FOR WEIGHTAGE TO LEARNING EFFORTS & ASSESSMENT PURPOSE (Specification Table)

Sr. No	Unit	Unit Title	Aligned COs	Learning Hours	R-Level	U-Level	A-Level	Total Marks
1	I	Introduction To Apparel Manufacturing Industry	CO1	12	8	4	4	15
2	II	Selection Methods Of Garments In Apparel Manufacturing And Fabric	CO2	10	2	4	4	10

		Inspection Systems						
3	III	Fabric Utilization In Cutting Room	CO3	10	2	4	4	10
4	IV	Seams And Stitches In Apparel Industry	CO4	12	2	4	4	10
5	V	Garment Production Systems	CO5	10	8	4	4	15
6	VI	Garment Costing	CO5	10	2	4	4	10
Grand Total				64	24	24	24	70

IX. ASSESSMENT METHODOLOGIES/TOOLS

Formative assessment (Assessment for Learning)	Summative Assessment (Assessment of Learning)
1. Progressive Test 2. Term Work	1. End Term Examination (Theory) 2. End Term Practical Examination

X. SUGGESTED COs- POs MATRIX FORM

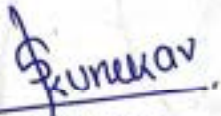
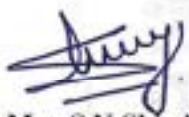


Course Outcomes (COs)	Programme Outcomes(POs)							Programme Specific Outcomes *(PSOs)	
	PO-1 Basic and Discipline Specific Knowledge	PO-2 Problem Analysis	PO-3 Design/ Development of Solutions	PO-4 Engineering Tools	PO-5 Engineering Practices for Society, Sustainability and Environment	PO-6 Project Management	PO-7 Life Long Learning	PSO-1	PSO-2
CO1	3	-	-	2	2	-	2	2	-
CO2	3	-	-	1	-	-	2	2	-
CO3	3	-	-	2	-	-	2	3	-
CO4	3	1	1	2	2	2	1	3	-
CO5	3	2	2	2	2	2	1	2	-
CO6		2	2	3	-	-	2	2	2
Legends:- High:03, Medium:02, Low:01, NoMapping: - *PSOs are to be formulated at the institute level									

I. SUGGESTED LEARNING MATERIALS/BOOKS

Sr.No	Author	Title	Publisher
1	T. Karthik, P. Ganesan, D. Gopalakrishnan	Apparel Manufacturing Technology	Taylor and Francis Group ISBN: 97814987 63752
2	Menswear Winifred Aldrich	Metric Pattern Cutting for Mens Wear	Blackwell Publishing ISBN-9788121923187

XII. LEARNING WEBSITES & PORTALS

Sr.No	Link/Portal	Description
1.	https://youtu.be/-3MMVfPP30k	Mens shirt cutting and stitching
2.	https://youtu.be/3TdewCWsZU	How to sew T Shirt
3.	https://youtu.be/auBOs3C3BkE	Mens waist coat cutting and stitching
4.	https://youtu.be/AguH10-ourc	How to stitch single welt pocket
5.	https://youtu.be/Cbl-8KzMJGk	How to stitch jeans pattern
6.	https://youtu.be/DbpOld55M5Y	How to make jeans pattern
7.	https://youtu.be/aZwPmhRU4_U	How to make payjama pattern
8.	https://youtu.be/S7702OAAgWI	How to make payjama pant
9.	https://youtu.be/xe_v4n3RtBA	How to make kurta side pocket
10.	https://youtu.be/ougXV-AoRuU	Shrewani cutting

<p>Name & Signature:</p>  <p>Ms. S.E. Kurzekar Lecturer - DDGM</p>	<p>Name & Signature:</p>  <p>Dr. Mrs. S.N. Shinde Lecturer - DDGM</p>
<p>Name & Signature:</p>  <p>Dr. Y.V. Chavan (Programme Head)</p>	<p>Name & Signature:</p>  <p>Shri. S.B. Kulkarni (CDC In-charge)</p>

GOVERNMENT POLYTECHNIC, PUNE**‘120 – NEP’ SCHEME**

PROGRAMME	DIPLOMA IN DDGM
PROGRAMME CODE	08
COURSE TITLE	DIGITAL DESIGN DEVELOPMENT
COURSE CODE	DD 41203
PREREQUISITE COURSE CODE & TITLE	NA
CLASS DECLARATION COURSE	NO

I. LEARNING & ASSESSMENT SCHEME

Course Code	Course Title	Course Category/s	Learning Scheme						Credits	Assessment Scheme											
			Actual Contact Hrs./Week			SLH	NLH	Paper Duration		Theory			Based on LL & TSL				Based on SL		Total Marks		
			CL	TL	LL					Practical			FA-PR		SA-PR		SLA				
										FA-TH	SA-TH	Total	Max	Min	Max	Min	Max	Min		Max	Min
DD41203	DIGITAL DESIGN DEVELOPMENT	SEC	–	–	4	2	6	3	–	–	–	–	–	50	20	50@	20	50	20	150	

Total IKS Hrs for Sem. : 00 Hrs

Abbreviations: CL- Class Room Learning, TL- Tutorial Learning, LL-Laboratory Learning, SLH-Self Learning Hours, NLH-Notional Learning Hours, FA - Formative Assessment, SA -Summative assessment, IKS - Indian Knowledge System, SLA - Self Learning Assessment

Legends: @ Internal Assessment, # External Assessment, *# On Line Examination, @\$ Internal Online Examination Note :

1. FA-TH represents average of two class tests of 30 marks each conducted during the semester.
2. If candidate is not securing minimum passing marks in FA-PR of any course then the candidate shall be declared as "Detained" in that **Course**.
3. If candidate is not securing minimum passing marks in SLA of any course then the candidate shall be declared as fail and will have to repeat and resubmit SLA work.
4. Notional Learning hours for the semester are (CL+LL+TL+SL) hrs.* 15 Weeks
5. 1 credit is equivalent to 30 Notional hrs.
6. * Self learning hours shall not be reflected in the Time Table.
7. * Self learning includes micro project / assignment / other activities

II. RATIONALE:

This course enables complete foundation to digital design development. It provides tools for rendering. Photoshop shortens the lead time and modify the design process. Study of this course will enable students to develop designing of garment labels, prints, textures, publicity medium, portfolio and spec sheets. It also enables the studies of free software's to digitally present garment collection.

III. COURSE LEVEL LEARNING OUTCOMES (CO's)

Students will be able to achieve & demonstrate the following CO's on completion of course-based learning

- CO1- Identify Photoshop tools and its applications.
- CO2- Create logos, garment labels, publicity mediums using appropriate tools.
- CO3- Scan and modify trimmings, textures and prints by using photoshop tools.
- CO4- Design digital theme-based portfolio.
- CO5- Develop and present 3D garments using freeware's.

IV. THEORY LEARNING OUTCOMES AND ALIGNED COURSE CONTENT

NOT APPLICABLE

V. LABORATORY LEARNING OUTCOME AND ALIGNED PRACTICAL/TUTORIAL EXPERIENCES.

Sr. No	Practical/Tutorial/Laboratory Learning Outcome (LLO)	Laboratory Experiment / Practical Titles /Tutorial Titles	Number of hrs.	Relevant COs
01	LLO 1.1 Understand the uses of various tools. LLO 1.2 Understand use of light effects with images.	1.1Introduction to Adobe Photo shop- 1.1.1Select modes of layers and work with layers 1.1.2 Use of different effects & Filter tools. 1.1.3 Use types of light effects with images. (Resize, Upscale, Downscale & resample images)	08	CO1
02	LLO 2.1 Identify appropriate tools to prepare logo. LLO 2.2 Develop a logo by using different tools.	2.1Use of various tools and Create logos or label (any one) 2.1.1 Logo for fashion brand 2.1.2 Wash care label for clothing brand	06	CO2
03	LLO 3.1 Use various tools and develop advertisement. LLO 3.2 Design flyer and give various effects using photoshop tools.	3.1 Use various tools and develop types of advertisement media for clothing brand(Any two) 3.1.1Advertisement 3.1.2Banner 3.1.3Pamphlet 3.1.4Flyer	08	CO2
04	LLO 4.1 Create various textile prints used for dress designing. LLO 4.2 Use scan tool and modify trimmings to be adorn on dresses.	4.1Create textile prints (Any Two) 4.1.1Floral 4.1.2Abstract 4.1.3Ethnic print 4.1.4Traditional Embroidery 4.2 Scan and modify garment trimmings(Any Two) 4.2.1 Laces 4.2.2 Buttons 4.2.3 Nets	10	CO3
05	LLO 5.1 Use various layers and tools and design digital portfolio. LLO 5.2 Develop digital story, Mood and color boards to design a theme-based collection. LLO 5.3 Create a digital spec sheet of garment.	5.1Design digital theme-based portfolio to Create 5.1.1Inspiration board 5.1.2Story Board 5.1.3Mood Board and Color Board 5.1.4 Prepare background and present six garments. 5.1.5 Spec Sheet	20	CO4
06	LLO 6.1 Develop a 3D garment using freewares. LLO 6.2 Apply technology and present a ramp walk of garments.	6.1Use of 3D freeware software /Apps- 6.1.1Develop 3D garments using CLO software. 6.1.2Prepare a background and present 3D models on to the same. 6.1.3Present a fashion show of 3D model.	08	CO5

NOTE- Croquis required for the above assignments can be done using Adobe Illustrator Software.

VI. SUGGESTED MICRO PROJECT/ASSIGNMENT/ACTIVITIES FOR SPECIFIC LEARNING/SKILLS DEVELOPMENT (SELF-LEARNING)**Micro project**

- Design a webpage for clothing business using photoshop techniques.
- Prepare various traditional painting effects over clothing using Photoshop tools.
- Develop a collection of any accessories and prepare a presentation of the same.
- Identify free software to do a garment photo shoot of a theme-based collection.

VII. LABORATORY EQUIPMENT/INSTRUMENTS/TOOLS/SOFTWARE REQUIRED

Sr.No	Equipment Name with Broad Specifications	Relevant LLO Number
1	Photo shop (Software) System Compatibility- Operating system- Windows 10, Internet connection Internet connection and registration are necessary for required software activation, validation of subscriptions, and access to online services	All

VIII. SUGGESTED FOR WEIGHTAGE TO LEARNING EFFORTS & ASSESSMENT PURPOSE (Specification Table)

NOT APPLICABLE

IX. ASSESSMENT METHODOLOGIES/TOOLS-

Formative assessment (Assessment for Learning)	Summative Assessment (Assessment of Learning)
1. Term Work	1. End Term Practical Examination

X.SUGGESTED COs- POs MATRIX FORM


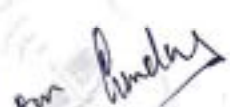


Course Outcomes (COs)	Programme Outcomes(POs)							Programme Specific Outcomes *(PSOs)	
	PO-1 Basic and Discipline Specific Knowledge	PO-2 Problem Analysis	PO-3 Design/ Development of Solutions	PO-4 Engineering Tools	PO-5 Engineering Practices for Society, Sustainability and Environment	PO-6 Project Management	PO-7 Life Long Learning	PSO-1	PSO-2
CO1	01	--	03	01	02	--	01	03	--
CO2	01	01	03	--	02	--	01	02	--
CO3	01	02	03	02	02	--	01	02	--
CO4	01	--	03	01	02	03	01	--	03
CO5	01	02	03	--	02	03	01	--	03
Legends:- High:03, Medium:02, Low:01, No Mapping: -- *PSOs are to be formulated at the institute level									

XI. SUGGESTED LEARNING MATERIALS/BOOKS

Sr.No	Author	Title	Publisher
1	Brian wood	Adobe Illustrator CC Classroom in a Book	Adobe ,ISBN-10: 013526216X ISBN-13: 978-0135262160
2	Andrew Faulkner ,Conard Chave	Adobe Photoshop Classroom in a Book	Adobe ,ISBN-10: 0136447996 ISBN-13: 978-0136447993

XII. LEARNING WEBSITES & PORTALS

Sr.No	Link/Portal	Description
1.	https://www.lifewire.com/photoshop-4781551	All
2.	http://www.textiledesigning.org/	All
3.	https://www.guru99.com/photoshop-tutorials.html	All
4.	https://www.youtube.com/watch?v=IBouhf4seWQ	All
5.	https://www.youtube.com/watch?v=0NqwbxFGiAg	All
6.	https://www.elegantthemes.com/blog/design/best-adobe-illustrator-tutorials	All

Name & Signature:	
 Mrs. S.M. Waghchaure Lecturer in DDGM	 Mrs. C.M. Ambikar Lecturer in DDGM
(Course Experts)	
Name & Signature:	Name & Signature:
 Dr. Y.V. Chavan (Programme Head)	 Shri. S. B. Kulkarni (CDC In-charge)

GOVERNMENT POLYTECHNIC, PUNE
‘120 – NEP’ SCHEME

PROGRAMME	DIPLOMA IN DDGM
PROGRAMME CODE	08
COURSE TITLE	INNOVATIVE DRAPING TECHNIQUES
COURSE CODE	DD41204
PREREQUISITE COURSE CODE & TITLE	NA

I. LEARNING & ASSESSMENT SCHEME

Course Code	Course Title	Course Type	Learning Scheme						Credits	Assessment Scheme											Total Marks
			Actual Contact Hrs./Week			SLH	NLH	Paper Duration		Theory			Based on LL & TSL				Based on SL				
			CL	TL	LL								Practical								
										FA-TH	SA-TH	Total		FA-PR		SA-PR		SLA			
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min												
DD41204	INNOVATIVE DRAPING TECHNIQUES	DSC	-	-	04	2	6	3	-	-	-	-	50	20	50@	20	25	10	125		

Total IKS Hrs for Term: 0 Hrs

Abbreviations: CL-Classroom Learning, TL-Tutorial Learning, LL-Laboratory Learning, SLH-Self Learning Hours, NLH-Notional Learning Hours, FA - Formative Assessment, SA -Summative assessment, IKS – Indian Knowledge System, SLA- Self Learning Assessment

Legends: @-Internal Assessment, #- External Assessment,*# - Online Examination,@\$ - Internal Online Examination

Note:

FA-TH represents an average of two class tests of 30 marks each conducted during the semester.

1. If a candidate is not securing minimum passing marks in **FA-PR** (Formative Assessment - Practical) of any course, then the candidate shall be declared as '**Detained**' in that **Course**.
2. If a candidate does not secure minimum passing marks in SLA (Self Learning Assessment) of any course, then the candidate shall be declared as '**fail**' and will have to repeat and resubmit SLA work.
3. **Notional learning hours** for the semester are **(CL + LL + TL + SL) hrs. * 15 Weeks**
4. **1 credit** is equivalent to **30 Notional hours**.
5. * Self-learning hours shall not be reflected in the Timetable.
- 6.* Self-learning includes micro-projects/assignments/other activities.

II. RATIONALE:

Draping serves as a powerful tool for creative expression in fashion design, allowing designers to explore shape, form, and texture in dynamic ways. through this course the students are provided an opportunity to experiment with innovative draping methods fostering a culture of creativity and exploration, encouraging them to think outside the box and push the limits of conventional design practices. In today's fashion industry, employers seek candidates possessing not only technical skills but also a strong foundation in innovative design concepts. This course focuses on innovative draping techniques, enhancing possibilities of students' employability and career opportunities, equipping them with valuable skills that align with the evolving needs of the industry.

III. COURSE LEVEL LEARNING OUTCOMES (CO's)

Students will be able to achieve & demonstrate the following CO's on completion of course-based learning

CO1 -Use various advanced draping techniques such as dart manipulation, fabric manipulation, and the incorporation of volume and structure in various garment designs.

CO2 -Apply various innovative draping techniques to create state-of-the-art conventional garment designs.

CO3 -Apply various specialized draping skills for various tailored garments.

CO4 - Solve design challenges creatively through draping experimentation and analysis using critical thinking skills.

CO5 - Compile comprehensive portfolios showcasing the draping projects and designs.

IV. THEORY LEARNING OUTCOMES AND ALIGNED COURSE CONTENT

NOT APPLICABLE

V. LABORATORY LEARNING OUTCOME AND ALIGNED PRACTICAL/TUTORIAL EXPERIENCES.

Sr. No	Practical/Tutorial/Laboratory Learning Outcome (LLO)	Laboratory Experiment / Practical Titles /Tutorial Titles	Number of hrs.	Relevant COs
1	<p>LLO 1.1 Demonstrate proficiency in utilizing draping tools and equipment effectively in a laboratory setting, including dress forms, pins, muslin fabric, and measuring instruments.</p> <p>LLO 1.2 Differentiate between straight grain, bias and cross- grain draping.</p> <p>LLO 1.3 Apply various draping techniques for the given sample.</p> <p>LLO 1.4 Explore innovative draping methods for the given sample.</p> <p>LLO 1.5 Create experimental and innovative garment designs for the given garment.</p> <p>LLO 1.6 Identify challenges encountered during the given draping process, such as fitting issues, fabric manipulation, and structural design concerns.</p> <p>LLO 1.7 Provide solutions to challenges encountered during the given draping process, such as fitting issues, fabric manipulation, and structural design concerns.</p>	<p>Fundamentals of Draping.</p> <p>Understanding terminology of draping.</p> <p>Dress form tool and its terms- size chart, truing, muslin marking, grain-straight grain, bias and cross- grain draping, pinning. Basic steps, & truing for Pleats, Tucks & gathers, Notching practices and Taping Process.</p>	4	CO1 CO2 CO3 CO4
2	<p>LLO 2.1 Draw the sketch of the given pattern to be draped (Front and back view).</p> <p>LLO 2.2 Prepare the dress form for the given innovative pattern to be draped.</p> <p>LLO 2.3 Apply various draping techniques to the given sample.</p> <p>LLO 2.4 Make experimental and innovative garment designs for the</p>	<p>Design and develop patterns through advanced draping technique by applying first principle of pattern making (Dart manipulation):-</p> <ul style="list-style-type: none"> • Creative exploration of fabric manipulation techniques. • Introduction to the first principle of pattern making (dart 	4	CO1 CO2 CO3 CO4

	<p>given sample. (Patterns like, dart-pleat- clusters/ parallel darts/ graduated/ radiating darts/ non symmetric/ intersecting darts etc.)</p> <p>LLO 2.5 Identify challenges encountered during the given draping process, such as fitting issues, fabric manipulation, and structural design concerns.</p> <p>LLO 2.6 Address challenges encountered during the given draping process, such as fitting issues, fabric manipulation, and structural design concerns.</p> <p>LLO 2.7 Solve the problems faced while work in progress for the given sample.</p> <p>LLO 2.8 Analyze the results of the draping process for the given sample.</p> <p>LLO 2.9 Outline the pattern with the help of a chalk or marker for the given sample.</p> <p>LLO 2.10 Remove the pattern from the dress form for the given sample.</p> <p>LLO 2.11 Refine the lines and shapes to complete the truing process for the given sample.</p> <p>LLO 2.12 Mark the seam allowance and cut the final pattern for the given pattern.</p> <p>LLO 2.13 Re-drape the pattern designed.</p> <p>LLO 2.14 Hand sew the pattern for the given sample.</p> <p>LLO 2.15 Apply the necessary finishing to the sample.</p>	<p>manipulation) and its applications.</p> <ul style="list-style-type: none"> • Incorporating volume and structure through draping bodice pattern. <p>Draping of Bodice Blocks & darts.</p> <p>Front Bodice with under arm Dart, Back Bodice with Neckline Dart.</p> <p>Dart manipulation-Waist line Dart ,Dart at waistline and center front, French Dart .</p>		
3	<p>LLO 3.1 Draw the sketch of the given pattern to be draped (Front and back view).</p> <p>LLO 3.2 Prepare the dress form for the given innovative pattern to be draped.</p> <p>LLO 3.3 Apply various draping techniques to the given pattern.</p> <p>LLO 3.4 Make experimental and innovative garment designs for the given sample (Patterns like cowls/ 3d designs/ pleated, gathered, tucks, frilled bodice or flared princess/origami/ Twist).</p> <p>LLO 3.5 Identify and address</p>	<p>Design and develop patterns through advanced draping technique by applying second principle of pattern making (Added Fullness):-</p> <ul style="list-style-type: none"> • Creative exploration of fabric manipulation techniques. • Introduction to the second principle of pattern making (Added Fullness) and its applications. • Incorporating volume and structure through draping bodice pattern. <p>Draping Of Bodice Blocks & cowls Waist line variation- lowered, Empire-Shortened -Scalloped -Pointed. The</p>	4	CO1 CO2 CO3 CO4

	<p>challenges encountered during the draping process, such as fitting issues, fabric manipulation, and structural design concerns.</p> <p>LLO 3.6 Solve the problems faced while work in progress for the given pattern.</p> <p>LLO 3.7 Analyze the results of the draping process.</p> <p>LLO 3.8 Outline the pattern with the help of a chalk or marker.</p> <p>LLO 3.9 Remove the pattern from the dress form.</p> <p>LLO 3.10 Refine the lines and shapes to complete the truing process.</p> <p>LLO 3.11 Mark the seam allowance and cut the final pattern for the given pattern.</p> <p>LLO 3.12 Re-drape the pattern designed.</p> <p>LLO 3.13 Hand sew the pattern for the given sample.</p> <p>LLO 3.14 Apply the necessary finishing to the sample.</p>	<p>Princes Bodice, Cowls -front– Under arm cowl -Wrapped neckline cowl. Twists- Butterfly Twist, Neck yoke twist, Bust twist.</p>		
4	<p>LLO 4.1 Draw the sketch of the given pattern to be draped (Front and back view).</p> <p>LLO 4.2 Prepare the dress form for the given innovative pattern to be draped</p> <p>LLO 4.3 Apply various draping techniques to the given sample.</p> <p>LLO 4.4 Make experimental and innovative garment designs during laboratory sessions. (Patterns like halter/ strapless/ bustier/corsets / Flounce, Ruffles etc.)</p> <p>LLO 4.5 Identify and address challenges encountered during the draping process, such as fitting issues, fabric manipulation, and structural design concerns.</p> <p>LLO 4.6 Solve the problems faced while work in progress for the given sample.</p> <p>LLO 4.7 Analyze the results of the draping process for the given sample.</p> <p>LLO 4.8 Outline the pattern with the help of a chalk or marker for the given sample.</p>	<p>Design and develop patterns through advanced draping technique by applying third principle of pattern making (Contouring) :-</p> <ul style="list-style-type: none"> • Creative exploration of fabric manipulation techniques. • Introduction to the third principle of pattern making (contouring) and its applications. • Incorporating volume and structure through draping bodice pattern. <p>Draping Of Knit Garments</p> <p>Draping of basic Halter/Bustier/ strapless</p>	6	<p>CO1</p> <p>CO2</p> <p>CO3</p> <p>CO4</p>

	<p>LLO 4.9 Remove the pattern from the dress form for the given sample.</p> <p>LLO 4.10 Refine the lines and shapes to complete the truing process for the given sample.</p> <p>LLO 4.11 Mark the seam allowance and cut the final pattern for the given pattern.</p> <p>LLO 4.12 Re-drape the pattern designed</p> <p>LLO 4.13 Hand sew the pattern for the given sample.</p> <p>LLO 4.14 Apply the necessary finishing to the sample</p>			
5	<p>LLO 5.1 Draw the sketch of the pattern you want to drape (Front and back view).</p> <p>LLO 5.2 Prepare the dress form for the given innovative pattern to be draped.</p> <p>LLO 5.3 Apply various draping techniques to the given sample.</p> <p>LLO 5.4 Make experimental and innovative garment designs during</p> <p>LLO 5.5 Make experimental and innovative garment designs during laboratory sessions.(one piece basic skirt / Gored skirt/ Flared skirt /Pleats in the flared skirt /Gathers in the flared skirt /Pleated skirt ,Side & Box pleated skirt/Kick pleated and inverted pleated skirt.</p>	<p>Design and develop various tailored garments like skirts through advanced draping technique. (3 to 4 designs each):-</p> <ul style="list-style-type: none"> • Creative exploration of fabric manipulation techniques. • Incorporating volume and structure through draping various patterns in skirt. <p>Draping Of Skirts.</p> <p>Draping of one piece basic skirt / Gored skirt/Flared skirt /Pleats in the flared skirt /Gathers in the flared skirt /Pleated skirt /Side & Box pleated skirt/ Kick pleated and inverted pleated skirt.</p>	8	CO1 CO2 CO3 CO4
6	<p>LLO 6.1 Draw the sketch of the pattern you want to drape (Front and back view).</p> <p>LLO 6.2 Prepare the dress form for the given innovative pattern to be draped.</p> <p>LLO 6.3 Apply various draping techniques to the given sample.</p> <p>LLO 6.4 Make experimental and innovative garment designs during laboratory sessions. (Patterns plain kimono/raglan/puff/leg O' mutton etc. Collars like Polo/ flat /peter-pan/ shirt/ shawl etc.)</p> <p>LLO 6.5 Identify challenges encountered during the draping process, such as fitting issues, fabric</p>	<p>Design and develop various tailored elements of garments like patterns in sleeves, collars, frills, and flounces/through advanced draping technique:-</p> <ul style="list-style-type: none"> • Creative exploration of fabric manipulation techniques. • Incorporating volume and structure through draping various patterns in sleeves and collars. 	8	CO1 CO2 CO3 CO4

	<p>manipulation, and structural design concerns.</p> <p>LLO 6.6 Address challenges encountered during the draping process, such as fitting issues, fabric manipulation, and structural design concerns.</p> <p>LLO 6.7 Solve the problems faced while work in progress for the given sample.</p> <p>LLO 6.8 Analyze the results of the draping process for the given sample.</p> <p>LLO 6.9 Outline the pattern with the help of a chalk or marker for the given sample.</p> <p>LLO 6.10 Remove the pattern from the dress form for the given sample.</p> <p>LLO 6.11 Refine the lines and shapes to complete the truing process for the given sample.</p> <p>LLO 6.12 Mark the seam allowance and cut the final pattern for the given pattern.</p> <p>LLO 6.13 Re-drape the pattern designed.</p> <p>LLO 6.14 Hand sew the pattern for the given sample.</p> <p>LLO 6.15 Apply the necessary finishing to the sample.</p>			
7	<p>LLO 7.1 Draw the sketch of the pattern you want to drape (Front and back view).</p> <p>LLO 7.2 Prepare the dress form for the given innovative pattern to be draped.</p> <p>LLO 7.3 Apply various draping techniques to the given sample.</p> <p>LLO 7.4 Make experimental and innovative garment designs during laboratory sessions.</p> <p>LLO 7.5 Identify challenges encountered during the draping process, such as fitting issues, fabric manipulation, and structural design concerns.</p> <p>LLO 7.6 Address challenges encountered during the draping process, such as fitting issues, fabric manipulation, and structural design concerns.</p> <p>LLO 7.7 Solve the problems faced</p>	<p>Draping a special garment inspired by a specific theme or concept (Special Garments (Theme based)-evening wear/ Couture garments/(Indian/ Western/ Indo-western) IKS (2 hrs.)</p>	6	<p>CO1</p> <p>CO2</p> <p>CO3</p> <p>CO4</p>

	<p>while work in progress for the given garment.</p> <p>LLO 7.8 Analyze the results of the draping process for the given garment.</p> <p>LLO 7.9 Outline the draped pattern with the help of a chalk or marker.</p> <p>LLO 7.10 Remove the pattern from the dress form.</p> <p>LLO 7.11 Refine the lines and shapes to complete the truing process for the given garment..</p> <p>LLO 7.12 Mark the seam allowance and cut the final pattern for the given garment.</p> <p>LLO 7.13 Develop the paper pattern or lay plan the muslin sample on the final fabric for the given garment..</p> <p>LLO 7.14 Cut the fabric as per the requirement for the given design.</p> <p>LLO 7.15 Stitch the given garment by using sewing machine.</p> <p>LLO 7.16 Apply the necessary finishing techniques to the given garment.</p>			
8	<p>LLO 8.1 Draw the sketch of the pattern you want to drape (Front and back view).</p> <p>LLO 8.2 Prepare the dress form for the given innovative pattern to be draped.</p> <p>LLO 8.3 Apply various draping techniques to the given garment.</p> <p>LLO 8.4 Make experimental and innovative garment designs during laboratory sessions.</p> <p>LLO 8.5 Identify challenges encountered during the draping process, such as fitting issues, fabric manipulation, and structural design concerns.</p> <p>LLO 8.6 Address challenges encountered during the draping process, such as fitting issues, fabric manipulation, and structural design concerns.</p> <p>LLO 8.7 Solve the problems faced while work in progress for the given garment.</p> <p>LLO 8.8 Analyze the results of the draping process for the given garment.</p>	<p>Draping a garment using sustainable and eco-friendly materials. (Sustainable draping practices).</p>	6	<p>CO1</p> <p>CO2</p> <p>CO3</p> <p>CO4</p>

	<p>LLO 8.9 Outline the draped pattern with the help of a chalk or marker .</p> <p>LLO 8.10 Remove the draped pattern from the dress form.</p> <p>LLO 8.11 Refine the lines and shapes to complete the truing process for the draped pattern..</p> <p>LLO 8.12 Mark the seam allowance and cut the final pattern for the given garment.</p> <p>LLO 8.13 Develop the paper pattern or lay plan the muslin sample on the final fabric for the given garment..</p> <p>LLO 8.14 Cut the fabric as per the requirement for the given garment.</p> <p>LLO 8.15 Stitch the given garment by using sewing machine.</p> <p>LLO 8.16 Apply the necessary finishing techniques to the given garment.</p>			
9	<p>LLO 9.1 Draw the sketch of the pattern you want to drape (Front and back view).</p> <p>LLO 9.2 Prepare the dress form for the given innovative pattern to be draped.</p> <p>LLO 9.3 Apply various draping techniques to the given garment.</p> <p>LLO 9.4 Make experimental and innovative garment designs during laboratory sessions.</p>	<p>Image based design draping</p> <p>Identifying design details.</p> <p>Development of design shown in picture through draping</p>	6	<p>CO1</p> <p>CO2</p> <p>CO3</p> <p>CO4</p>
10	<p>LLO 10.1 Draw the sketch of the pattern you want to drape (Front and back view).</p> <p>LLO 10.2 Prepare the dress form for the given innovative pattern to be draped.</p> <p>LLO 10.3 Apply various draping techniques to the given garment.</p> <p>LLO 10.4 Make experimental and innovative garment designs during laboratory sessions.</p>	<p>Transformational Reconstruction,(TR Cutting method.</p> <p>Develop TR Cutting patterns-origami/ Spiky Bodice/ Layered Bodice pattern etc.</p>	8	<p>CO1</p> <p>CO2</p> <p>CO3</p> <p>CO4</p>
<p>Note :Out of above suggestive LLOs -</p> <ul style="list-style-type: none"> • '*'Marked Practicals (LLOs) Are mandatory. • Minimum 80% of above list of lab experiment are to be performed. <p>Judicial mix ofLLOs are to be performed to achieve desired outcomes.</p>				

VI. SUGGESTED MICRO PROJECT/ASSIGNMENT/ACTIVITIES FOR SPECIFIC LEARNING/SKILLS DEVELOPMENT (SELF-LEARNING)

Micro project

- Drape garments considering different markets (High Fashion/ Ready to wear etc.).write a report on special highlights.
- Drape garments with Best out of waste theme or by using any ecofriendly raw material and develop a virtual presentation on non wearable ramp wear to explore the creativity.
- Analyse a specific historical period (e.g. renaissance, roaring Twenties) and drape garments inspired by the fashion of that era.
- Collaborative Draping Project: Divide students into groups and assign each project the area to work together for drapping
- acomplete garment.
- Create theme based (e.g. nature/ architecture/ fantasy) garments inspired by the theme using draping techniques.

Assignment

- Explore different ways of draping Indian saree and develop your own portfolio projecting the different ways of saree draping.
- Watch Videos on Transformation Reconstruction(TR) a draping technique and 3 D pattern garments. Write a summary on salient features.
- prepare a catalogue showcasing the vital draping features of the period.
- Make a collection of draped garment pictures and prepare a catalogue, categorize for specific market such as high fashion, ready to wear, or active wear.
- Write a summary featuring draping techniques can be tailored to meet the needs of consumer demographics Select and Integrate technology into drapping style.

VII. LABORATORY EQUIPMENT/INSTRUMENTS/TOOLS/SOFTWARE REQUIRED

Sr.No	Equipment Name with Broad Specifications	Relevant LLO Number
1	Machine Needle: -A sewing machine needle is a specialized needle used in a sewing machine.	6,7,8,9
2	Overlock sewing machine: - These are specialized sewing machines. Overlocks form interlocking stitches using one or two needles, and one or two loopers help prevent puckering of the fabric pieces.	7,8
3	Single needle lock stitch machine: - A sewing machine is used to sew fabric and materials together with thread.	7,8,9
4	Fiberglass Dress Form:- Female and male, Female size -40, Male size -42. Dress Forms: Itis a standardized duplication of a human form. Itis cotton-padded, canvas-covered and set on a movable stand. Itis used to take measurements, develop patterns and fit garment samples.	All
5	Pin Holder: - Plastic/Wood material is used to hold pins and needles for easy accessibility and storage.	All
6	Scissors: - It is a cutting tool, having a size of 8" to 12", with two sharply pointed straight blades. Used to cut paper patterns and fabric. Paper-cutting scissors and cloth-cutting scissors are different.	All

7	Notcher:- It is a punching tool that makes 'U' shaped notch marks. It is used to make 'U' shaped notch marks, which indicate seam allowance, central lines, etc. It looks like a single-punch machine.	All
8	Tailors' Chalk: These chalks can be rubbed off easily on the fabric surface. It is available in various colours with fine edges. It is used for marking the lines and design details on fabric.	All
9	Sewing Thread: - A thread is a long strand of material, often composed of several filaments or fibres, used for sewing garments.	All
10	Hand Needle: - A sewing needle, used for hand-sewing, is a long, slender tool with a pointed tip at one end and a hole (or eye) to hold the sewing thread.	All
11	Trims- Any materials or components used in clothing that are not the main fabric are referred to as trims. The trims can be Sewing Thread, muslin fabric etc.	All
12	Silk Pins to hang the drape. An extra fine pin with a colored bead which makes handling easy and can be easily attached or inserted in the dress form to hold the fabric. The pins are very sharp and quite long to avoid them falling out and allow you to use less pins to cover the fabric and avoid tears and snags.	All
13	Iron: - A clothes iron is a small appliance that, when heated, is used to press clothes to remove wrinkles and unwanted creases.	All
14	Iron board: - An ironing board is generally a large, flat piece of board or metal covered with heat-safe padding on which clothing or linens may be ironed safely.	All
15	Thick Brown Paper:- These are brown paper rolls or sheets of various sizes and thicknesses. Used for preliminary pattern drafting and the development of the final pattern. - Strong and thick ones are used for making patterns that can be used repeatedly.	All
16	Rulers:- 12"/24" wooden, metal or plastic rulers. It is used for drawing straight lines per measurement. The marking and divisions on the ruler should be clear and accurate. Tailors square/ 'L' Square: - It is a 24"x 144" metal or plastic ruler with two arms that form a 90-degree angle. It is used to find a 45-degree angle mark outside and inside corners and extend the line through corners.	All
17	French Curve: - It is a curved plastic or metal ruler - It is used to draw curved lines of armholes and necklines.	All
18	Hip Curve: - It is a curved plastic or metal ruler available in different sizes. It is used to draw curved lines.	All
19	Tracing Wheel: - It is a toothed metal wheel with a wooden or plastic handle. It is used to transfer lines from one pattern to another or from the final pattern to the fabric.	All

VIII. SUGGESTED FOR WEIGHTAGE TO LEARNING EFFORTS & ASSESSMENT PURPOSE
(Specification Table)

NOT APPLICABLE

IX.ASSESSMENT METHODOLOGIES/TOOLS

Formative assessment (Assessment for Learning)	Summative Assessment (Assessment of Learning)
1. Self-Learning 2. Term Work 3. Seminar/Presentation	1. End Term Practical Exam 2. Micro-project 3. Assignment

X. SUGGESTED COs- POs MATRIX FORM

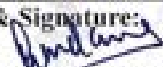



Course Outcomes (COs)	Programme Outcomes(POs)							Programme Specific Outcomes *(PSOs)	
	PO-1 Basic and Discipline Specific Knowledge	PO-2 Problem Analysis	PO-3 Design/ Development of Solutions	PO-4 Engineering Tools	PO-5 Engineering Practices for Society, Sustainability and Environment	PO-6 Project Management	PO-7 Life Long Learning	PSO-1	PSO-2
CO1	3	-	-	1	-	1	1	1	1
CO2	3	1	1	1	1	1	1	1	1
CO3	3	-	-	1	-	1	1	1	1
CO4	3	2	1	1	-	1	2	1	1
CO5	3	-	-	1	1	1	2	1	1
Legends:- High:03, Medium:02, Low:01, NoMapping: - *PSOs are to be formulated at the institute level									

XI.SUGGESTED LEARNING MATERIALS/BOOKS

Sr.No	Author	Title	Publisher
1	Annette Duburg and Rixt van derTol	Draping: Art and Craftmanship in Fashion Design	Batsford, ISBN-13: 978-1849941668.
2	Helen Joseph Armstrong	Draping for Apparel Design	Fairchild Books, ISBN-13: 978-1609012403.
3	Helen Joseph Armstrong	Patternmaking for Fashion Design	Pearson, ISBN-13: 978-0136069348.
4	Karolyn Küisel	Draping: The Complete Course	Laurence King Publishing, ISBN-13: 978-1780672867.
5	Reader's Digest Association	Reader's Digest Complete Guide to Sewing: Step by Step	Reader's Digest, ISBN 9780276001826.
6	Connie Amaden -Crawford	The art of Fashion Draping	Amaden -Crawford , ISBN :978-1-60901-227-4.

XIII. LEARNING WEBSITES & PORTALS

Sr.No	Link/Portal	Description
1.	https://textilelearner.net/fashion-draping-techniques/	Fashion Draping Techniques
2.	https://drapingsociety.com/	Fashion Draping Techniques
3.	https://www.udemy.com/course/draping-for-fashion-design	Draping guide lines
4.	https://www.textileblog.com/fashion-draping-for-beginners/	Draping guide lines
5.	https://www.scribd.com/document/520084009/03-Draping	Draping guide
6.	https://yukiclothing.com/2013/06/04/transformational-reconstruction-tr-design	Transformation Reconstruction a draping technique guideline.
7.	https://blog.pearlacademy.com/shingo-sato-the-transformational-reconstruction-magician-at-pearl-academy	Transformation Reconstruction a draping technique guideline.
8.	https://books.google.co.in/books/about/Transformational_Reconstruction.html?id=Sa68ngEACAAJ&redir_esc=y	innovative draping technique guide line by transformation reconstruction.

Name & Signature:  Ms. N. V. Gondane Lecturer – DDGM		Name & Signature:  Mrs. C. M. Ambikar Lecturer – DDGM	
(Course Experts)			
Name & Signature:  Dr. Y. V. Chavan (Programme Head)		Name & Signature:  Shri. S. B. Kulkarni (CDC In-charge)	

GOVERNMENT POLYTECHNIC, PUNE

‘120 – NEP’ SCHEME

PROGRAMME	DIPLOMA IN DDGM
PROGRAMME CODE	08
COURSE TITLE	RETAIL MERCHANDISING
COURSE CODE	DD51201
PREREQUISITE COURSE CODE & TITLE	NA
CLASS DECLARATION COURSE	NO

I. LEARNING & ASSESSMENT SCHEME

Course Code	Course Title	Course Type	Learning Scheme					Credits	Assessment Scheme											Total Marks
			Actual Contact Hrs./Week			SLH	NLH		Paper Duration	Theory				Based on LL & TSL				Based on SL		
														Practical						
			CL	TL	LL					FA-TH		SA-TH		Total		FA-PR		SA-PR		
						Min	Max			Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	
DD51201	RETAIL MERCHANDISING	DSC	4	--	--	--	4	2	3	30	70	100	40	--	--	--	--	--	--	100

Total IKS Hrs. for Term: 0 Hrs.

Abbreviations: CL-Classroom Learning, TL-Tutorial Learning, LL-Laboratory Learning, SLH-Self Learning Hours, NLH-Notional Learning Hours, FA - Formative Assessment, SA -Summative assessment, IKS – Indian Knowledge System, SLA- Self Learning Assessment

Legends: @-Internal Assessment, # - External Assessment, *# - Online Examination, @\$ - Internal Online Examination

Note:

FA-TH represents an average of two class tests of 30 marks each conducted during the semester.

- If a candidate is not securing minimum passing marks in FA-PR (Formative Assessment - Practical) of any course, then the candidate shall be declared as '**Detained**' in that Course.
- If a candidate does not secure minimum passing marks in SLA (Self Learning Assessment) of any course, then the candidate shall be declared as '**fail**' and will have to repeat and resubmit SLA work.
- Notional learning hours** for the semester are (CL + LL + TL + SL) hrs. * 15 Weeks
- 1 credit** is equivalent to **30 Notional hours**.
- * Self-learning hours shall not be reflected in the Timetable.
- * Self-learning includes micro-projects/assignments/other activities.

II. RATIONALE:

This course offers insight into the diverse terminologies employed in Fashion Retail Management, alongside covering the processes of retail merchandise management, exploration of fashion brands, establishment of policies, introduction to innovative methodologies, and insights into professional opportunities aimed at boosting sales.

III. COURSE LEVEL LEARNING OUTCOMES (COs)

Students will be able to achieve & demonstrate the following COs on completion of course-based learning

- CO1 - Understand the methodologies and approaches for Retailing.
- CO2 - Assess the implementation of consumer services and policies in Retailing.
- CO3 - Investigate the buyer's role and the essential principles of successful purchasing.
- CO4 - Understand the importance of inventory planning, control, and Market Segmentation.
- CO5 - Execute the operations of visual merchandising and direct marketing.

IV. THEORY LEARNING OUTCOMES AND ALIGNED COURSE CONTENT

Sr. No	Theory Learning Outcomes(TLO) aligned to CO's.	Learning content mapped with TLO's.	Suggested Learning Pedagogies	Relevant COs
Unit 1: Retailing Scenario (Weightage- 10 Marks, Hrs- 10)				
1	TLO1.1 Define the term Retailing and fashion retailing TLO1.2 State the role and responsibilities of a retailer. TLO1.3 State the structure of retailing. TLO1.4 Explain the importance of site selection, store layout and design. TLO1.5 Describe the various career opportunities in the retail business.	1.1 Introduction to Retailing 1.2 Socially Responsible Retailers- Retail Sales, employability 1.3 Structure of Retailing (Organized and Unorganized) 1.4 Study of 4 Ps – Product, Price, Place, Promotion 1.5 Trends in retailing- Demand, Number of Shops, Polarization, Mergers and Acquisitions, E-tailing 1.6 Types of Retailing 1.7 Types of Business Ownerships 1.8 Various Retail outlets 1.9 Store Planning, site selection and Layout 1.10 Retailing Strategy for 21 st Century 1.10.1 Value Directed Retailing 1.10.2 Service Directed Retailing 1.10.3 Unique Merchandising 1.10.4 Carrier and Entrepreneurial 1.10.5 Opportunities in retailing	Demonstration, Flipped Classroom, Chalk-Board, Presentations, Hands-on	CO1
UNIT 2. Retail Merchandise Management (Weightage- 12 Marks, Hrs- 10)				
2	TLO2.1 Define the process of Retail Merchandising TLO2.2 State the Functions of Retail Merchandisers TLO2.3 Enlist Various Merchandising Policies TLO2.4 Explain the process of Selling to Retail Stores TLO2.5 Describe the various Ethical and Legal considerations in Retailing.	2.1 Principles of Fashion Merchandising 2.2 Merchandise Management Decision Process 2.3 Functions of Retail Merchandiser 2.4 (7 Merchandising Policies) 2.5 Retail Merchandiser Vs. Fashion Merchandiser 2.6 Merchandising Policies 2.7 Distribution Channels 2.8 Selling to Retail Stores 2.9 Ethical and Legal Considerations 2.10 Independent Store Planning &	Demonstration, Flipped Classroom, Chalk-Board, Presentations, Hands-on	CO2

		Store Operations 2.10.1 Introduction to fashion start-up store business. 2.10.2 Step by Step business planning and related legalities 2.10.3 Funding 2.10.4 Marketing strategy		
UNIT 3. Retail Buying (Weightage- 12 Marks, Hrs- 10)				
3	TLO3.1 Define the terminologies- Retail Buyer, Buyer Office. TLO3.2 Enlist the steps of the Retail Buying Process. TLO3.3 State the Functions, roles and responsibilities of Retail Buyers. TLO3.4 Differentiate between Domestic Vs. International Buying offices TLO3.5 Enlist Additional Buyers Responsibilities	3.1 Introduction of Retail Buying Process 3.2 Importance of Retail Buying 3.3 Functions of Retail Buyers 3.4 Buyer Offices and their Functions 3.4.1 Selection of Buyer 3.4.2 Fashion Sourcing 3.4.3 Buying in Domestic and International 3.4.4 Range Planning for Fashion Buying 3.5 Costing and Pricing Strategies 3.6 Fundamentals of Effective Buying 3.7 Additional Buyer's Responsibilities	Demonstration, Flipped Classroom, Chalk-Board, Presentations, Hands-on	CO3
UNIT 4. Inventory Planning of Retail Fashion Merchandising (Weightage- 12 Marks, Hrs- 10)				
4	TLO4.1 Enlist various Merchandising Planning Processes. TLO4.2 Describe with an example Category and Assortment management TLO4.3 State the importance of Replenishment system TLO4.4 Describe Brand Policies TLO4.5 Compare between National, International and Private brands.	4.1 Merchandising Planning Processes 4.2 Category Management v/s Assortment Management 4.2.1 Option Plan 4.2.2 Merchandising Calendar 4.2.3 Replenishment Systems – Manual and Automatic replenishment 4.2.4 Six Months Merchandising Plan 4.2.5 ABC analysis 4.2.6 Stock to Sales Ratio 4.2.7 OTB Plan (Open to Buy) 4.2 Key Performance Indicators 4.3 Introduction to National, International and Private Brands 4.4 Brands Policies 4.4 Brand Positioning	Demonstration, Flipped Classroom, Chalk-Board, Presentations, Hands-on	CO4
UNIT 5. Retail Marketing and Visual Merchandising (Weightage- 12 Marks, Hrs- 10)				
5	TLO5.1 Define the term Retail Marketing. TLO5.2 State the importance of Marketing Mix. TLO5.3 Enlist Fashion Supporting Agencies. TLO5.4 Explain the cause of arranging Special Events.	5.1 Size and Structure of Fashion Market – Micro and Macro 5.2 Retail Marketing Process 5.3 Marketing Mix and Product Mix 5.4 Marketing & Selling 5.5 Fashion Supporting Agencies 5.6 Special Events	Demonstration, Flipped Classroom, Chalk-Board, Presentations, Hands-on	CO5

	TLO5.5 Describe the importance of VM	5.7 Visual Merchandising		
UNIT 6. Direct Marketing (Weightage- 12 Marks, Hrs- 10)				
6	TLO6.1 Define the term “Direct Marketing” TLO6.2 Enlist and explain Onlinemarketing channel TLO6.3 Describe- The MarketingActors TLO6.4 Explain Strategic Marketing.	6.1 Introduction and Importance of Direct Marketing 6.2 Various On-line marketing channel 6.3 The Marketing Actors 6.3.1 Customers 6.3.2 Marketing Facilitators 6.3.3 The Salesman 6.4 Strategic Marketing 6.4.1 Marketing Mix Planning Marketing segments	Demonstration, Flipped Classroom, Chalk-Board, Presentations, Hands-on	CO5

V. LABORATORY LEARNING OUTCOME AND ALIGNED PRACTICAL/TUTORIAL EXPERIENCES
NOT APPLICABLE

VI. SUGGESTED MICRO PROJECT/ASSIGNMENT/ACTIVITIES FOR SPECIFIC LEARNING/SKILLS DEVELOPMENT (SELF-LEARNING)

Micro project

- A field visit to learn the fundamentals of retailing.
- Collect information on the “Services provided by any retail fashion store for increasing the sell and to attract customers”.
- Make a PPT presentation on “Need of E-tailing”. Prepare a booklet or folder of pictures of store layouts of different brands

VII. LABORATORY EQUIPMENT/INSTRUMENTS/TOOLS/SOFTWARE REQUIRED
NOT APPLICABLE

VIII. SUGGESTED FOR WEIGHTAGE TO LEARNING EFFORTS & ASSESSMENT PURPOSE
(Specification Table)

Sr. No	Unit	Unit Title	Aligned COs	Hours	R-Level	U-Level	A-Level	Total Marks
1	I	Retailing Scenario	1	10	02	04	04	10
2	II	Retail Merchandise Management	2	10	02	04	06	12
3	III	Retail Buying	3	10	04	04	04	12
4	IV	Planning of Retail Fashion Merchandising	4	10	04	04	04	12
5	V	Retail Marketing and Visual Merchandising	5	10	04	04	04	12
6	VI	Grading System	6	10	04	04	04	12
Grand Total				60	20	24	26	70

IX. ASSESSMENT METHODOLOGIES/TOOLS

Formative assessment (Assessment for Learning)	Summative Assessment (Assessment of Learning)
1. Tests 2. Rubrics for COs 3. Assignment 4. Midterm Exam 5. Self-Learning	1. End Term Exam 2. Micro-project

X. SUGGESTED COs- POs MATRIX FORM


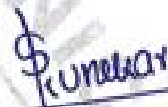


Course Outcomes (COs)	Program Outcomes (POs)							Program Specific Outcomes *(PSOs)		
	PO-1 Basic and Discipline-Specific Knowledge	PO-2 Problem Analysis	PO-3 Design/ Development of Solutions	PO-4 Engineering Tools	PO-5 Engineering Practices for Society, Sustainability and Environment	PO-6 Project Management	PO-7 Life Long Learning	PSO-1	PSO-2	PSO-3
CO1	3	3	1	3	2	0	3	1	2	0
CO2	3	2	1	3	2	0	3	3	3	0
CO3	3	2	2	3	2	0	3	2	2	0
CO4	3	3	2	2	1	2	3	3	1	0
CO5	2	2	0	3	1	0	2	3	0	0
CO6	3	2	2	3	2	0	3	2	2	0
Legends:- High:03, Medium:02, Low:01, No Mapping: - *PSOs are to be formulated at the institute level										

XI. SUGGESTED LEARNING MATERIALS/BOOKS

Sr. No.	Author	Title	Publisher
1	John Donnellan	Merchandise Buying & Management	John Donnellan, Fairchild Publications, New York, ISBN 1609014901, 9781609014902
2	Ellen Diamond	Fashion Retailing	Ellen Diamond (Second Edition), Pearson Education inc. New Delhi
3	Roger Cox	Retailing: An introduction	Pearson Education inc, New Delhi, ISBN 9788131704714
4	Levyewit	Retail Management	6th Edition, ISBN 139781259004742
5	Gini Stephens Fringes	Fashion from Concepts to Consumers	Prentise Hall Inc., New Delhi, ISBN 9780131173385
6	Mike Easey	Fashion Marketing	Wiley – Blackwell Publication, ISBN 9781405139533
7	Tony Morgan	Visual Merchandising	Laurence King-2011, 9781856697637

XII. LEARNING WEBSITES & PORTALS

Sr. No.	Link/Portal	Description
1.	https://www.bloomsbury.com/us/fashion-retailing-9782940496235/	Fashion Retailing
2.	https://www.britannica.com/art/fashion-industry/Fashion-retailing-marketing-and-merchandising	Fashion Retailing, Marketing and Merchandising
3.	https://www.bookdepository.com/Fashion-Retailing-Dimitri-Koumbis/9782940496235	Fashion Retailing

Name & Signature:  Dr. Mrs. S.N. Shinde Lecturer – DDGM		Name & Signature:  Ms. S.E. Kurzekar Lecturer – DDGM	
(Course Experts)			
Name & Signature:  Dr. Y.V. Chavan (Programme Head)		Name & Signature:  Shri. S.B. Kulkarni (CDC In-charge)	

GOVERNMENT POLYTECHNIC, PUNE

‘120 – NEP’ SCHEME

PROGRAMME	DIPLOMA IN DDGM
PROGRAMME CODE	08
COURSE TITLE	FASHION FORECASTING
COURSE CODE	DD 51202
PREREQUISITE COURSE CODE & TITLE	NA

I. LEARNING & ASSESSMENT SCHEME

Course Code	Course Title	Course Category/s	Learning Scheme						Credits	Assessment Scheme												Total Marks
			Actual Contact Hrs./Week			SLH	NLH	Paper Duration		Theory				Based on LL & TSL				Based on SL				
			CL	TL	LL					Practical				SLA								
										FA-TH	SA-TH	Total						FA-PR	SA-PR			
										Max	Max	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	
DD51202	FASHION FORECASTING	DSC	4	0	2	0	6	3	3	30	70	100	40	25	10	25#	10	0	0	150		

Total IKS Hrs for Sem.: 0 Hrs

Abbreviations: CL- Classroom Learning, TL- Tutorial Learning, LL-Laboratory Learning, SLH- Self Learning Hours, NLH- Notional Learning Hours, FA - Formative Assessment, SA -Summative assessment, IKS - Indian Knowledge System, SLA - Self Learning Assessment

Legends: @ Internal Assessment, # External Assessment, *# Online Examination, @\$ Internal Online Examination Note:

1. FA-TH represents an average of two class tests of 30 marks each conducted during the semester.
2. If a candidate is not securing minimum passing marks in FA-PR of any course, then the candidate shall be declared as "Detained" in that semester.
3. If the candidate is not securing minimum passing marks in SLA of any course, then the candidate shall be declared failure and will have to repeat and resubmit SLA work.
4. Notional Learning hours for the semester are (CL+LL+TL+SL) hrs.* 15 Weeks
5. 1 credit is equivalent to 30 Notional hrs.
6. * Self learning hours shall not be reflected in the Timetable.
7. * Self learning includes micro project / assignment / other activities

II. RATIONALE:

This Course offers different reasons involves predicting upcoming trends in colors, fabrics and styles for fashion industry. Study of various cultural and social factors like consumer behavior to identify emerging trends.

III. COURSE LEVEL LEARNING OUTCOMES (CO's)

Students will be able to achieve & demonstrate the following COs on completion of course based learning.

- CO1-Determine the concept of fashion forecasting in the apparel Industry.
- CO2-Analyze theories of fashion forecasting.
- CO3-Evaluate diffusion of Innovation in Market.
- CO4-Interpret the importance of colors in products.
- CO5-Identify the relationships between consumer preference with colors.
- CO6-Understand the role of forecasting in the textile and apparel industry.

IV. THEORY LEARNING OUTCOMES AND ALIGNED COURSE CONTENT

Sr. No	Theory Learning Outcomes (TLO'S) aligned to CO's.	Learning content mapped with TLO's.	Suggested Learning Pedagogies	Relevant COs
Section-I UNIT 1 – Basics of Forecasting (CL HRS – 10, Marks- 08)				
1.	TLO 1.1 Explore terms of forecasting. TLO 1.2 Identify steps in developing forecasts. TLO1.3 Interpretation of Consumer Scan & Fashion Scan. TLO 1.4 Determine Social and economic factors create trends in forecasting. TLO 1.4-Summarize trend Analysis and Competitive Analysis TLO 1.5 Formulate role of Zeitgeist. TLO 1.6 Use of Short term forecasting Long term forecasting	1.1 Definition of forecasting. 1.2 Principles of forecasting 1.3 Advantage and disadvantage of forecasting 1.4. Visualization and Forecasting 1.4.1 Steps in developing forecast 1.5 Fashion Scan 1.6 Consumer Scan 1.7 Fashion Analysis 1.8 Competitive Analysis 1.9 Trend Analysis 1.10 Social and economic trends 1.11 Discovering the Zeitgeist 1.11 Techniques of forecasting 1.11.1 Short term forecasting 1.11.2 Long term forecasting	Presentations Chalk Board Case Study Video Demonstrations	CO1
UNIT 2 –THEORIES OF FASHION FORECASTING (CL HRS -11, MARKS- 14)				
2	TLO 2.1 Define Trend. TLO 2.2 State basics of trend analysis. TLO 2.3 Describe Fashion Trend Prediction. TLO 2.4 State the Color Segmentation TLO 2.5 Describe fashion and competitive analysis. TLO 2.6 Differentiate between Qualitative forecasting & Quantitative Forecasting. TLO 2.7 Write about the impact of social movement on forecasting. TLO 2.8 Write about impact of social movement on forecasting.	Theories of Fashion. 2.1 Fashion Curve 2.2 Pendulum Swing 2.2.1 Pendulum of fashion 2.2.2 Technology and forecasting 2.1 Definition of Trend 2.1.2 Trend analysis 2.3 Fashion Trend Prediction 2.3.1 Fashion Analysis 2.3.2 Competitive Analysis 2.4 Types of forecasting 2.4.1 Qualitative forecasting 2.4.2 Quantitative Forecasting 2.5 Key Event (Social Movement) 2.6 Social Custom (Target Market) 2.7 Forecasting and apparel manufacturers 2.8 Production planning and forecast.	Presentations Chalk Board Case Study Video Demonstrations	CO2

UNIT 3 –DIFFUSION OF INNOVATION IN MARKET (CL Hrs. -11, Marks- 13)				
3	<p>TLO3.1 Identify diffusion of innovation as a framework.</p> <p>TLO 3.2 State the distinguish characteristics of innovation and customer adaptation process</p> <p>TLO 3.3 Evaluate importance of analyzing current fashion, in forecasting.</p> <p>TLO 3.4 Classify innovators, leaders & followers.</p> <p>TLO 3.5 State Diffusion Of Innovation in forecasting.</p>	<p>Diffusion of Innovation in Market</p> <p>3.1 Introducing Innovation</p> <p>3.1.1 Characteristic of innovation</p> <p>3.1.2 Consumer adoption process</p> <p>3.2 Fashion Change Agents</p> <p>3.2.1 Innovators</p> <p>3.3 The role of fashion forecaster.</p> <p>3.4 Diffusion of Innovation</p> <p>3.4.1 Visualizing the Diffusion Process</p> <p>3.5 Fashion Trends</p> <p>3.6 Evolution of a trend</p> <p>3.7Trend analysis and synthesis</p> <p>3.8 Consumer Segmentation</p>	<p>Presentations</p> <p>ChalkBoard Case</p> <p>Study Video</p> <p>Demonstrations</p>	CO3
Section-II UNIT 4– COLOR FORECASTING (CL Hrs. -10, Marks- 14)				
4	<p>TLO 4.1 Use of color forecasting techniques.</p> <p>TLO 4.2 Interpret color forecasting trends.</p> <p>TLO 4.3 Study forecasting agencies.</p> <p>TLO 4.4 Help of diffusion for product innovation.</p>	<p>Color Forecasting</p> <p>4.1. Color Forecasting - The color story</p> <p>4.1.1 Organization for professional color forecasters.</p> <p>4.1.2 Color Association of the United States (CAUS)</p> <p>4.1.3 Color Marketing Group (CMG)</p> <p>4.2 Consumers and color</p> <p>4.3.Color Symbols</p> <p>4.4 Color and Segmentation</p> <p>4.5 Color Research</p> <p>4.6.Leading edge of innovation</p> <p>4.7.Green edge of innovation</p> <p>4.8 Timing of Innovation</p>	<p>Presentations</p> <p>ChalkBoard Case</p> <p>Study Video</p> <p>Demonstrations</p>	CO4
UNIT 5–COLOR AND CONSUMER BUYING PREFERENCES (CL Hrs.-10, Marks- 12)				
5	<p>TLO 5.1 Use of buying behavior theories for trend predictions.</p> <p>TLO 5.2 Importance of color cycles in apparel industry.</p> <p>TLO 5.3 Study the influence of color trends on apparel industry.</p>	<p>5.1 Researching the current trends in color</p> <p>5.2 Process of Color Forecasting</p> <p>5.3 Scope of Fashion Industry and color forecasting</p> <p>5.4 Fashion Forecasting in the Clothing Industry</p> <p>5.5 Influence of color trends.</p> <p>5.6 Color Cycles</p>	<p>Presentations</p> <p>ChalkBoard Case</p> <p>Study Video</p> <p>Demonstrations</p>	CO5
Unit-6 TEXTILE FORECASTING(CL Hrs.-08, Marks- 09)				
6.	<p>TLO 6.1 Interpret the changing trends in textiles.</p> <p>TLO 6.2 Use of green edge innovation</p> <p>TLO 6.3 Describe color forecasting as a coordinating factor in the apparel supply.</p> <p>TLO 6.4 Explain the correlation of textile development & apparel industry.</p> <p>TLO 6.5 Describe types of textile innovations</p>	<p>Textile forecasting</p> <p>6.1 Yarn Forecasting</p> <p>6.2 Textile forecasting</p> <p>6.2.1 Sources of innovation in textile development.</p> <p>6.2.2 6.3Green edge innovation in textile</p> <p>6.2.3 Sustainability in textile</p>	<p>Presentations</p> <p>ChalkBoard Case</p> <p>Study Video</p> <p>Demonstrations</p>	CO6

V.LABORATORY LEARNING OUTCOME AND ALIGNED PRACTICAL/TUTORIAL EXPERIENCES. -

Sr. No	Practical/Tutorial/Laboratory Learning Outcome (LLO)	Laboratory Experiment / Practical Titles /Tutorial Titles	Number of hrs.	Relevant COs
1	LLO 1.1 Create a report by considering internal and external factors affecting forecasting.	Mind mapping for Forecasting Make a chart for forecasting process with consideration of - i.Past/historical data ii.Current Trends iii.Future predictions	06	CO1
2	LLO 2.1 Identify different trends in market	Trend analysis- Report on trend analysis by considering consumer behavior and following points- i.Colors ii.Patterns iii.Textures	06	CO2
3	LLO 3.1. Make use of sales data for future predictions.	Report on Sales forecasting of National/ International Brand by considering following points- i. consumer behavior ii. Sales Volume iii. Pricing of product iv. Upcoming Product v. Future sales	04	CO3
4	LLO 4.1 Use of Sustainable methodologies in future trends.	Sustainable/ eco-friendly Textile trends Prepare a market survey report based on current and latest research and trends in textiles. i. Eco-friendly textiles. ii. Recycled textiles.	04	CO4
5	LLO 5.1 Interpret Color forecasting by various agencies.	Color forecasting- Develop a seasonal Color Board/ card for future seasons.	04	CO5
6	LLO 6.1 Develop future products by using visualization and principle of forecasting.	Product Design Prepare a design for future fashion products using principles of forecasting and Visualization.	06	CO6

VI.SUGGESTED MICRO PROJECT/ASSIGNMENT/ACTIVITIES FOR SPECIFIC LEARNING/SKILLS DEVELOPMENT (SELF-LEARNING)-

1. Make a report on the "Forecasting Process" .
2. Collect information about the Forecasting cycle.
3. Prepare a report on Power of colors.
4. Prepare a report on the actual impact of forecasting on sales.
5. Prepare a report on the importance of forecasting in the apparel industry.
6. PPT presentation on trend predictions in apparel and textile industry.

VII. SLA NOT APPLICABLE

VIII. LABORATORY EQUIPMENT/INSTRUMENTS/TOOLS/SOFTWARE REQUIRED- NA

IX. SUGGESTED FOR WEIGHTAGE TO LEARNING EFFORTS & ASSESSMENT PURPOSE- (Specification Table)

Sr. No	Unit	Unit Title	Aligned COs	Learning Hours	R-Level	U-Level	A-Level	Total Marks
1	I	Section-I Basics Of Forecasting	CO1	10	04	02	02	08
2	II	Theories Of Fashion Forecasting	CO2	11	06	04	04	14
3	III	Diffusion Of Innovation In Market	CO3	11	06	03	04	13
4	IV	Section-II Color Forecasting	CO4	10	06	04	04	14
5	V	Color And Consumer Buying Preferences	CO5	10	08	02	02	12
6	VI	Textile forecasting	CO6	08	04	02	03	09
Grand Total				60	34	17	19	70

X. ASSESSMENT METHODOLOGIES/TOOLS

Formative assessment (Assessment for Learning)	Summative Assessment (Assessment of Learning)
1. Progressive Test 2. Term Work	1. End Term Examination (Theory) 2. End Term Examination (Practical)

XI. SUGGESTED COS- POs MATRIX FORM



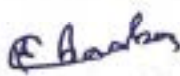

Course Outcomes (COs)	Programme Outcomes (POs)							Programme Specific Outcomes *(PSOs)	
	PO-1 Basic and Discipline Specific Knowledge	PO-2 Problem Analysis	PO-3 Design/ Development of Solutions	PO-4 Engineering Tools	PO-5 Engineering Practices for Society, Sustainability and Environment	PO-6 Project Management	PO-7 Lifelong Learning	PSO-1	PSO-2
CO1	-	01	02	-	-	01	01	02	01
CO2	-	01	02	-	-	01	01	02	01
CO3	-	01	02	-	-	01	01	02	01
CO4	-	01	02	-	-	01	01	02	01
CO5	-	01	02	-	-	01	01	02	01
CO6		01	02		-	01	01	02	01
Legends: - High:03, Medium:02, Low:01, No Mapping: - *PSOs are to be formulated at the institute level									

XII. SUGGESTED LEARNING MATERIALS/BOOKS

Sr..No	Author	Title	Publisher
1	Fashion Forecasting	Author - Eyelyn L.Brannon, & Lorynn R.Divita Publisher- Bloomsbury Academic USA	ISBN:10: 1628925469 ISBN:13:9781628925463
2	Fashion Forward	Author - Chelsea Rousso and Nancy Kaplan Ostroff Publisher-Fairchild Books	ISBN:978-1-5013-28305 (online) ISBN:978-1-5013-28275 ISBN:978-1-50132828-2
3	The Fundamentals Of Fashion Management	Author -By Susan Dillon Publisher- Fairchild Books ISBN:9781474271219	Author -By Susan Dillon Publisher- Fairchild Books ISBN:9781474271219

XIII. LEARNING WEBSITES & PORTALS

Sr.No	Link/Portal	Description
1	https://www.fibre2fashion.com/industry-article/83/fashion-forecasting	Textile forecasting
2	https://www.amazon.in/Fashion-Forecasting-Bundle-Studio-Access/dp/1628925469#reader_1628925469	Fashion Forecasting
3	https://www.iknockfashion.com/technology-fashion-trend-forecasting/?gclid=CjwKCAjwsan5BRAOEiwALzomX8mbDFDzhepxvjIXzFIuyD1hFJuq0Aj80hFq-WL1fzwG7SqQyWgBKxoCdnYQAvD_BwE	Trend Forecasting
4	https://www.ilearnlot.com/types-importance-advantages-and-limitations-of-sales-forecasting/57809/	
5	https://www.slideshare.net/suniltalekar1/fashion-forecasting-process	Forecasting Process
6	https://books.google.co.in/books?id=3XFMAQAAQBAJ&printsec=frontcover&source=gbv_atb#v=onepage&q&f=false	Forecasting Cycle

Name & Signature:  Mrs. C. M. Ambikar Lecturer - DDGM		Name & Signature:  Ms. S.E. Kurzekar Lecturer - DDGM	
(Course Expert)			
Name & Signature:  Dr. Y.V. Chavan (Programme Head)	Name & Signature:  Shri. S.B. Kulkarni (CDC In-charge)		

GOVERNMENT POLYTECHNIC, PUNE

'120 – NEP' SCHEME

PROGRAMME	DIPLOMA IN CE/EE/ET/ME/MT/CM/IT/DDGM
PROGRAMME CODE	01/02/03/04/05/06/07/08
COURSE TITLE	SOCIAL AND LIFE SKILLS
COURSE CODE	HU21204
PREREQUISITE COURSE CODE & TITLE	NA
CLASS DECLARATION COURSE	NO

I. LEARNING & ASSESSMENT SCHEME

Course Code	Course Title	Course Type	Learning Scheme					Credits	Paper Duration	Assessment Scheme										Total Marks
			Actual Contact Hrs./Week			SLH	NLH			Theory			Based on LL & TSL				Based on SL			
			CL	TL	LL					FA-TH	SA-TH	Total	Practical				SLA			
													FA-PR	SA-PR	Max	Min	Max	Min		
																			Max	
HU21204	SOCIAL AND LIFE SKILLS	VEC	1	--	2	1	4	2	--	--	--	--	--	25	10	--	--	25	10	50

Total IKS Hrs for Term: 0 Hrs

Abbreviations: CL-Classroom Learning, TL-Tutorial Learning, LL-Laboratory Learning, SLH-Self Learning Hours, NLH-Notional Learning Hours, FA - Formative Assessment, SA -Summative assessment, IKS – Indian Knowledge System, SLA- Self Learning Assessment

Legends: @-Internal Assessment, # - External Assessment,*# - Online Examination,@\$ - Internal Online Examination

Note:

FA-TH represents an average of two class tests of 30 marks each conducted during the semester.

1. If a candidate is not securing minimum passing marks in FA-PR (Formative Assessment - Practical) of any course, then the candidate shall be declared as '**Detained**' in that course.
2. If a candidate does not secure minimum passing marks in SLA (Self Learning Assessment) of any course, then the candidate shall be declared as '**fail**' and will have to repeat and resubmit SLA work.
1. **Notional learning hours** for the semester are (CL + LL + TL + SL) hrs. * 15 Weeks
3. **1 credit** is equivalent to **30 Notional hours**.
4. * Self-learning hours shall not be reflected in the Timetable.
- 6.* Self-learning includes micro-projects/assignments/other activities.

II. RATIONALE:

The introduction of a social and life skills course for diploma engineers is indeed a significant step forward in shaping well-rounded professionals. By integrating soft skills training with technical education, this curriculum addresses the growing need for engineers who are not only experts in their field but also adept in interpersonal communication, collaboration, and leadership. Such skills are crucial for success in the modern workforce, where the ability to navigate complex social dynamics can be just as important as technical know-how. Moreover, the emphasis on ethical decision-making prepares engineers to approach their work with integrity and responsibility. As these professionals progress in their careers, the benefits of this comprehensive education will manifest in their ability to innovate, lead, and contribute positively to their communities and the broader society. This forward-thinking approach ensures that the engineers of tomorrow are equipped not just with the tools to excel in their careers, but also with the vision to drive societal progress.

III. COURSE-LEVEL LEARNING OUTCOMES (CO's)

Students will be able to achieve & demonstrate the following CO's on completion of course-based learning

- CO1:** Achieve shared goals through effective teamwork in executing sustainable community development projects.
- CO2:** Improve cooperation and understanding through refined communication skills.
- CO3:** Encourage ethical choices and compassionate behaviour by nurturing moral values.
- CO4:** Foster ethical judgment, honesty, and societal accountability to shape principled and conscientious professionals.
- CO5:** Equip students with practical financial literacy skills for efficient financial management.

IV. THEORY LEARNING OUTCOMES AND ALIGNED COURSE CONTENT:

Sr. No	Theory Learning Outcomes (TLO's) aligned to CO's.	Learning content mapped with TLO's.	Suggested Learning Pedagogies	Relevant COs
UNIT-I ENGAGEMENTS WITHIN UNNAT MAHARASHTRA ABHIYAN (UMA) (CL Hrs-03, Marks-NIL)				
1.	<p>TLO1.1: Recognize the importance of addressing societal needs and involving relevant stakeholders in problem-solving efforts.</p> <p>TLO1.2: Integrate academia, society, and technology to devise comprehensive solutions for complex societal issues.</p> <p>TLO1.3: Enhance communication and negotiation skills to effectively engage stakeholders, ensuring diverse perspectives and productive collaboration in problem-solving.</p> <p>TLO1.4: Utilize critical data sources such as economic surveys, and environmental data to guide decision-making and solution development in problem-solving endeavours.</p> <p>TLO1.5: Identify key stakeholders and delineate their roles and interests in addressing societal challenges.</p> <p>TLO1.6: Identify essential attributes for measurement in the problem-solving process.</p> <p>TLO1.7: Explore diverse</p>	<p>1.1 Identifying Regional Societal Challenges: Recognizing Community Needs Requiring Engineering Solutions.</p> <p>1.2 Integrating Multidisciplinary Approaches: Linking Academia, Society, and Technology</p> <p>1.3 Involving Diverse Stakeholders: Engaging Various Actors in the Problem-Solving Process</p> <p>1.4 Accessing Secondary Data Sources: Utilizing Resources like Census and Economic Surveys</p> <p>1.5 Mapping Problems and Stakeholders: Understanding Activities' Relevance to System Components and Key Stakeholders</p> <p>1.6 Defining Measurement Metrics: Identifying Essential Attributes for Evaluation</p> <p>1.7 Employing Data Collection Tools: Exploring Surveys and Measurement Equipment</p> <p>1.8 Establishing Measurement Standards: Developing Survey Forms and Piloting Processes</p> <p>1.9 Conducting Field Surveys: Quantifying Local Systems such as Agriculture and Transportation</p> <p>1.10 Analyzing Data and Creating Reports: Summarizing Data and</p>	<p>Considering the unit design, it's vital to consider the following factors during the implementation of the unit:</p> <p>i) Organize students into smaller groups of 5-6 members to carry out fieldwork within the larger cohort.</p> <p>ii) Allocate multiple student groups evenly among all faculty members involved in the course.</p> <p>iii) A team of course faculty will visit local governing bodies like Municipal Corporations, Villages, Panchayats, Zilla Parishads, and Panchayat Samitis to assess small-scale technological or engineering needs within their jurisdiction.</p> <p>iv) The team of course instructors will conduct initial field visits to explore various scenarios and options</p>	CO1

	<p>tools and templates for data collection, including surveys and measurement equipment.</p> <p>TLO1.8: Establish a structured framework for measuring identified attributes, including the development of survey forms and piloting the measurement process.</p> <p>TLO1.9: Gain practical experience in conducting fieldwork to gather primary data, such as agricultural output, rainfall, and transportation networks.</p> <p>TLO1.10: Develop proficiency in data analysis to draw meaningful conclusions, informing decision-making and solution development processes.</p>	<p>Reflections in Reports, Utilizing Various Formats like Tables and Graphs</p>	<p>for student-led fieldwork to assess and quantify different parameters and characteristics.</p> <p>a) Session I will introduce the development approach, fieldwork methodology, and the utilization of case studies as instructional tools.</p> <p>b) Sessions II - VII will cover topics such as societal dynamics, stakeholder engagement, value creation, establishing metrics, basic analysis, and preliminary reporting.</p> <p>c) Session VIII will wrap up the program with feedback collection and assessment.</p> <p>d) Field Work:</p> <ol style="list-style-type: none"> 1. Pilot Visit - Testing the survey instrument 2. Survey Visit 1 - Gathering data/information Survey. 3. Visit 2- Further data collection. 4. Summary Visit- Concluding activities post-analysis. 	
UNIT - II NATIONAL SERVICE SCHEME (NSS) (CL Hrs-03, Marks- NIL)				
2	<p>TLO2.1: Enhance communication and leadership abilities to effectively interact with local leaders.</p> <p>TLO2.2: Develop proficiency in conducting socio-economic surveys using appropriate data collection techniques and analysis methods to understand community needs.</p> <p>TLO2.3: Identify suitable villages and devise activity plans based on community</p>	<p>2.1 Engaging with Village/Area</p> <p>2.2 Conducting initial socio-economic surveys in nearby villages.</p> <p>2.3 Selecting villages for adoption and initiating project activities.</p> <p>2.4 Conducting thorough socio-economic surveys in the adopted village or area.</p> <p>2.5 Identifying key issues and challenges within the community.</p> <p>2.6 Raising awareness about advancements in agriculture, watershed management, wasteland reclamation, renewable energy, affordable housing, sanitation,</p>	<p>Considering the unit design, it's vital to consider the following factors during the implementation of the unit:</p> <p>i) Organize students into smaller groups of 5-6 members to carry out fieldwork within the larger cohort.</p> <p>ii) Allocate multiple student groups evenly among all faculty members involved in the course.</p>	CO2

	<p>needs and available resources.</p> <p>TLO2.4: Analyze survey findings to discern socio-economic patterns, obstacles, and potential avenues for progress.</p> <p>TLO2.5: Prioritize community issues according to their significance and impact on community welfare.</p> <p>TLO2.6: Communicate information on agriculture, watershed management, renewable energy, housing, sanitation, nutrition, and hygiene effectively.</p> <p>TLO2.7: Cultivate networking and advocacy skills to foster collaboration among government agencies, development organizations, and the community.</p>	<p>nutrition, and personal hygiene. Also, informing about skill enhancement programs, income generation opportunities, government initiatives, legal aid, consumer rights, and related topics.</p> <p>2.7 Facilitating collaboration between the government and development agencies to implement various schemes in the adopted village or slum.</p>	<p>iii) Before selecting a village or slum for NSS activities, it's advisable for teachers to conduct an initial visit.</p> <p>iv) The selected area should have a dense population.</p> <p>iv) Community members should exhibit a willingness to improve their living conditions and actively engage in projects initiated by the NSS for their benefit.</p> <p>vi) NSS units should avoid areas with a history of political conflicts.</p> <p>vii) The chosen area should be conveniently accessible for NSS volunteers to conduct regular visits to the slums.</p>	
UNIT - III UNIVERSAL HUMAN VALUES (CL Hrs-03, Marks- NIL)				
3	<p>TL03.1: Apply love and compassion to promote harmony and well-being.</p> <p>TL03.2: Demonstrate honesty and transparency to build trust and authenticity.</p> <p>TL03.3: Utilize non-violent approaches to resolve conflicts and enhance empathy.</p> <p>TL03.4: Align actions with moral principles to promote justice and fairness.</p> <p>TL03.5: Employ peace-building strategies for harmony and reconciliation.</p> <p>TL03.6: Engage in acts of service to cultivate empathy and social responsibility.</p> <p>TL03.7: Prioritize others' needs to foster altruism and generosity.</p>	<p>4.1 Exploring Love and Compassion (Prem and Karuna): Learning about and embodying the principles of love and compassion in daily life.</p> <p>4.2 Embracing Truth (Satya): Understanding the significance of truthfulness and integrating it into one's actions and interactions.</p> <p>4.3 Embracing Non-Violence (Ahimsa): Understanding the importance of non-violence and applying it in personal and societal contexts.</p> <p>4.4 Upholding Righteousness (Dharma): Exploring the concept of righteousness and practising it through ethical conduct and moral values.</p> <p>4.5 Cultivating Peace (Shanti): Reflecting on the essence of peace and cultivating</p>	<p>Proposed Learning Approaches for:</p> <p>i) Lecture Delivery</p> <p>ii) Demonstrations</p> <p>iii) Case Studies</p> <p>iv) Role-playing exercises</p> <p>v) Observational Learning</p> <p>vi) Portfolio Development</p> <p>vii) Simulations</p> <p>viii) Inspirational Talks from Industry Professionals</p> <p>ix) On-site Visits to sites or Industries</p>	CO3

	<p>TL03.8: Exhibit behaviours that uphold gender equality and respect for diversity to create an inclusive</p>	<p>inner tranquillity while promoting harmony in relationships and communities.</p> <p>4.6 Embracing Service (Seva): Understanding the value of selfless service and actively engaging in acts of kindness and support for others.</p> <p>4.7 Embracing Renunciation (Sacrifice) Tyaga: Understanding the concept of renunciation and willingly letting go of self-interest for the greater good, and attitudes.</p> <p>4.8 Promoting Gender Equality and Sensitivity: Recognizing the importance of gender equality and fostering an environment of inclusivity and respect for all genders through actions and attitudes.</p>		
UNIT - IV VALUE EDUCATION (UNNATI FOUNDATION) (CL Hrs-03, Marks- NIL)				
4	<p>TLO4.1: Display comprehension of one's own identity, values, and beliefs.</p> <p>TLO4.2: Recognize and express personal strengths and weaknesses effectively.</p> <p>TLO4.3: Demonstrate adeptness in active listening by providing feedback and demonstrating empathy.</p> <p>TLO4.4: Acquire strategies for handling conflicts constructively and respectfully.</p> <p>TLO4.5: Assess and reflect on moral values and principles that influence personal actions and choices.</p> <p>TLO4.6: Analyze and assess the moral values and principles guiding individual actions and decisions.</p>	<p>4.1. Self-awareness and Personal Development Self-understanding, Identification of strengths and weaknesses, Setting goals and devising plans, Building self-esteem and confidence</p> <p>4.2. Interpersonal Skills and Effective Communication Engaging in active listening, Resolving conflicts, Cultivating healthy relationships</p> <p>4.3. Ethics and Morality Grasping ethical concepts, Upholding moral values and principles, Making ethical decisions, Demonstrating integrity and honesty</p> <p>4.4. Social Values and Responsibility Being punctual and initiating conversation, Managing emotions effectively, Introducing oneself and others, Maintaining a positive attitude Valuing family bonds, Creating favourable impressions,</p>	<p>i) Video Demonstrations ii) Flipped Learning Environment iii) Case Studies iv) Role-playing Activities v) Group-based Learning vi) Team-based Learning vii) Utilization of Chalkboard</p>	CO4

		Communicating effectively, Emphasizing cleanliness, hygiene, and organization, Expressing preferences, Fostering confidence Enhancing listening skills, Demonstrating appropriate greetings, Promoting gender equality and sensitivity, Exercising responsibility, Integrating visual and verbal learning, Establishing and pursuing goals, Observing social media etiquette, Efficiently managing time and daily routines		
UNIT - V FINANCIAL LITERACY(CL Hrs-03, Marks- NIL)				
5	<p>TLO5.1:Comprehending Savings and Investment Practices.</p> <p>TLO5.2:Cultivating Proficiency in Financial Planning.</p> <p>TLO 5.3:Developing Competence in Transaction Handling.</p> <p>TLO5.4:Achieving Proficiency in Income, Spending, and Budget Management.</p> <p>TLO 5.5:Attaining Understanding of Inflation Concepts.</p> <p>TLO 5.6: Fostering Competence in Loan Administration.</p> <p>TLO5.7: Acknowledging the Significance of Insurance.</p>	<p>5.1. Fundamentals of Finances: Grasping concepts of income, expenses, and savings, Employing budgeting techniques, Understanding assets and liabilities, and Recognizing the significance of emergency funds.</p> <p>5.2. Banking Essentials Initiating and managing bank accounts, Familiarizing oneself with various account types (savings, checking, etc.), Comprehending interest rates, and Safely utilizing ATMs.</p> <p>5.3. Management of Credit and Debt Interpreting credit scores and reports, Identifying different credit types (credit cards, loans, etc.), Responsible debt management, and Preventing involvement in predatory lending.</p> <p>5.4. Foundations of Investment Understanding investment types (stocks, bonds, mutual funds, etc.), Assessing risk and return, Implementing diversification strategies, and Formulating investment approaches.</p> <p>5.5. Financial Planning and Goal Establishment Establishing financial objectives, Crafting a personalized financial blueprint, Continuously monitoring and adjusting financial goals, and Engaging in long-term financial</p>	<p>i) Video Demonstrations ii) Presentations iii) Case Studies iv) Chalkboard Utilization v) Collaborative Learning</p>	CO5

		<p>strategizing.</p> <p>5.6. Consumer Rights and Duties Familiarizing oneself with consumer entitlements, Safeguarding against financial scams and fraudulent activities Exercising responsible borrowing and spending practices, Upholding financial privacy and security measures.</p> <p>5.7. Essentials of Insurance Exploring different insurance categories (health, life, auto, home, etc.), Understanding insurance policy specifics, Recognizing the importance of insurance coverage, and Navigating the insurance claims process.</p> <p>5.8. Economic Literacy Grasping fundamental economic principles, Understanding the concepts of inflation and deflation, Analyzing market trends, and Interpreting economic indicators.</p>		
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V. LABORATORY LEARNING OUTCOME AND ALIGNED PRACTICAL/ TUTORIAL EXPERIENCES.

Sr. No	Practical/Tutorial/Laboratory Learning Outcome (LLO)	Laboratory Experiment/ Practical Titles /Tutorial Titles	Number of hrs.	Relevant COs
1	LLO1.1: Communicating and interacting with residents or children with compassion and empathy, demonstrating an understanding of their needs and emotions.	1.1 Encouraging empathy and kindness through volunteer work at: i) a nearby nursing home ii) a care centre for children from disadvantaged families or similar types of facilities.	2	CO3
2	LLO 2.1 Enhance goal-setting abilities by engaging in collaborative planning, analyzing obstacles, and reflecting on personal aspirations to align them with broader academic or career goals.	2.1 Pathway to Success: Goal-Setting Exercise	2	CO4
3	LLO3.1: Develop effective communication skills by demonstrating compassion, empathy, and understanding towards residents or children, while acknowledging and addressing their needs and emotions.	3.1 Exploring Your Inner World: Self-Reflection Activity	2	CO4
4	LLO4.1: Laboratory Learning Outcome: Cultivate structured self-reflection skills to assess personal	4.1 Strengths and Weaknesses Identification and Analysis Exercise	2	CO4

	strengths and weaknesses.			
5	LLO 5.1: Display proficiency in time management through the creation and adherence to structured timelines for task coordination.	5.1 Time Management Simulation for Coordinating Industrial Visits	2	CO4
6	LLO 6.1: Demonstrate competency in social media etiquette through engaging in activities and adhering to established norms and guidelines.	6.1 Activity on Social Media Etiquette	2	CO4
7	LLO 7.1: Develop skills in mapping and analyzing family income and expenses through structured exercises.	7.1. Exercise on Mapping and Analyzing Family Income and Expenses	2	CO5
8	LLO 8.1: Apply their knowledge of interest rate calculation to real-world financial situations, improving decision-making skills.	8.1 Exploring Simple and Compound Interest: A Hands-On Exercise on Interest Rate Calculation and Its Impact on Savings and Loans.	2	CO5
9	LLO9.1: Enhance comprehension of interest rates and their impact on financial dealings, encompassing savings accounts, Fixed Deposits (FDs), and loans.	9.1 Interest Rate Comparison Exercise: Analyzing Rates for Savings, Fixed Deposits, and Loans.	2	CO5
10	LLO10.1: Mastering and implementing safety protocols for ensuring secure ATM transactions.	10.1 Safety Precautions for ATM Usage: Exploring Tips for Secure Transactions	2	CO5

Note: Out of the above suggestive LLOs –

1. A judicious mix of LLOs is to be performed to achieve the desired outcomes

VI. SUGGESTED MICRO PROJECT/ASSIGNMENT/ACTIVITIES FOR SPECIFIC LEARNING/SKILLS DEVELOPMENT (SELF-LEARNING)

SELF-LEARNING - MICRO PROJECT/ASSIGNMENT/ACTIVITIES (ANY ONE)

The following list provides examples of activities that can be pursued under the program. Each group has the flexibility to choose from these options or undertake any other activity deemed suitable based on local requirements. The group focuses on the holistic development of the selected area, whether it is a village or a slum.

a) Community clean-up drives

Group tasks for community clean-up drives are,

1. Site Survey and Planning: Identify areas needing attention and plan tasks.
2. Logistics Management: Coordinate supply distribution to volunteers.
3. Volunteer Coordination: Welcome, register, and assign tasks to volunteers.
4. Trash Collection and Segregation: Collect and sort waste into categories.
5. Street Sweeping and Cleaning: Sweep and clean streets, sidewalks, and public areas.
6. Beautification and Landscaping: Enhance aesthetics by planting and trimming.

7. Safety and First Aid: Ensure volunteer safety and manage emergencies.
8. Documentation and Reporting: Capture progress through photos and reports.
9. Community Engagement: Educate and raise awareness among residents.
10. Post-Clean-up Evaluation: Review success and plan future initiatives.

b) Tree plantation initiatives**Group tasks for Tree plantation initiatives,**

1. Community Awareness: Workshops to educate on tree benefits.
2. Community Participation: Engage locals in all planting
3. Team Building: Group activities to strengthen community bonds.
4. Leadership Development: Empower individuals to lead initiatives.
5. Communication Workshops: Enhance effective messaging.
6. Problem-solving Discussions: Address planting challenges.
7. Environmental Responsibility: Foster care for green spaces.
8. Cultural Integration: Incorporate local traditions into initiatives.
9. Sustainability Education: Teach sustainable planting practices.
10. Monitoring and Evaluation: Assess impact and plan improvements.

c) Environmental conservation awareness**Group tasks for Environmental conservation awareness**

1. Educational Workshops: Teach about conservation methods.
2. Art Competitions: Promote environmental themes through art.
3. Street Plays: Perform interactive skits in public spaces.
4. Awareness Walks: Organize marches with environmental messages.
5. Tree Plantation: Plant trees to enhance green spaces.
6. Clean-up Campaigns: Remove litter from local areas.
7. Guest Lectures: Invite experts to discuss environmental issues.
8. Film Screenings: Show documentaries on conservation topics.
9. Social Media Campaigns: Spread awareness through online platforms.
10. Community Workshops: Educate on waste management and sustainability.

d) Health and sanitation programs

1. Health Education Sessions: Conduct informative sessions on hygiene, disease prevention, and nutrition.
2. Sanitation Infrastructure Evaluation: Assess the effectiveness of existing sanitation facilities and propose improvements.
3. Community Clean-up Events: Organize collective efforts to clean and maintain public spaces for better health outcomes.
4. Distribution of Hygiene Kits: Provide essential hygiene items such as soap, toothpaste, and sanitary products to community members.
5. Vaccination Drives: Coordinate vaccination campaigns to protect against prevalent diseases and promote community health.
6. Water Quality Testing: Conduct regular testing of water sources to ensure safe drinking water for residents.
8. Personal Hygiene Workshops: Offer workshops focusing on personal grooming, handwashing techniques, and menstrual hygiene.
9. First Aid Training: Provide basic first aid training to community members to equip them with life-saving

skills.

10. Community Health Surveys: Conduct surveys to assess health needs and gather feedback for future program planning.

VII. LABORATORY EQUIPMENT/INSTRUMENTS/TOOLS/SOFTWARE REQUIRED

Sr. No.	Equipment Name with Broad Specifications	Relevant LLO Number
1	Basic engineering measurement instruments, GPS data collection devices, and open-source GIS software like Google Earth and QGIS, along with the Microsoft Office suite.	ALL

VIII. SUGGESTED FOR WEIGHTAGE TO LEARNING EFFORTS & ASSESSMENT PURPOSE (Specification Table)

NOT APPLICABLE

IX. ASSESSMENT METHODOLOGIES/TOOLS

Formative assessment (Assessment for Learning)	Summative Assessment (Assessment of Learning)
Formative assessment (Assessment for Learning) Report and presentation of fieldwork activities, Self- Learning (Assignment)	--

X. SUGGESTED COS- POS MATRIX FORM



NOT APPLICABLE

XI. SUGGESTED LEARNING MATERIALS/BOOKS

Sr.No	Author	Title	Publisher
1	Mark Stafford Smith and Pamela Matson	Sustainable Development: Principles, Frameworks, and Case Studies	Oxford University Press, ISBN: 9780199588952
2	Katar Singh	Rural Development: Principles, Policies and Management	SAGE Publications Pvt. Ltd, ISBN:978-9351502867.
3	Anand Kumar, Asim Kumar Mandal, and R. Venkata Rao	Maharashtra: Governance and Development"	Routledge India, ISBN: 978-0367709133
4	Dalai Lama and Howard C. Cutler	The Art of Happiness	Riverhead Books, and the ISBN: 978-1594488894.
5	Stephen R. Covey	The 7 Habits of Highly Effective People	Simon & Schuster, ISBN : 978-1982137274.
6	Local college students, UMA staff	Sample Case Studies on the UMA website	IITB-UMA team

XI. LEARNING WEBSITES & PORTALS

Sr.No.	Link/Portal	Description
1	https://www.ugc.gov.in/pdfnews/4371304_LifeSkillJeevanKaushal2023.pdf	UHV: UGC Course on life skills. Unit 4 i.e. Course 4 is to be referred
2	https://nss.gov.in/	The National Service Scheme (NSS) website provides information about the NSS program in India. It includes details about the objectives, history, and structure of NSS. Additionally, the website offers resources for NSS volunteers and coordinators, such as program guidelines, training materials, and reports.
3	https://gr.maharashtra.gov.in/Site/Upload/Government%20Resolutions/English/201601131501523808.pdf	Government Resolution of Government of Maharashtra regarding Unnat Maharashtra Abhiyan
4	https://gr.maharashtra.gov.in/Site/Upload/Government%20Resolutions/English/201606151454073708.pdf	Government Resolution of Government of Maharashtra regarding Unnat Maharashtra Abhiyan Guidelines
5	https://www.humanvaluesfoundation.com/	The Human Values Foundation website offers educators resources for teaching human values and social-emotional learning to children and youth. It provides curriculum-based programs, lesson plans, and activities to foster character development, resilience, and positive behaviour. Additionally, the website shares insights into the foundation's mission, values, and the global impact of its programs in schools.

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