

SECOND SEMESTER



JSS MAHAVIDYAPEETHA
JSS POLYTECHNIC FOR THE DIFFERENTLY ABLED, MYSURU-06
CURRICULUM STRUCTURE
II Semester Scheme of Studies- Diploma in Jewellery Design and Technology (C-21)

Sl. No	Course Category / Teaching Department	Course Code	Course Title	Hours per Week			Total contact hours per week	Credits	CIE Marks		SEE Marks		Total Marks	Min Marks for Passing (including CIE)	Assigned Grade	Grade Point	SGPA and CGPA
				L	T	P			Max	Min	Max	Min					
THEORY COURSES																	
1	SC/CS	4421	Basic Workshop Calculation (T)	4	0	0	4	4	50	20	50	20	100	40			
PRACTICAL COURSES																	
2	JD	4422	Design Studies-II (P)	0	2	4	6	4	60	24	40	16	100	40			
3	EG/SC/CS	4423	Technical Drawing (P)	0	2	4	6	4	60	24	40	16	100	40			
4	JD	4424	Goldsmithing Advanced (P)	0	2	4	6	4	60	24	40	16	100	40			
5	EG/CS		Communication Skills in English Lab (P)	2	0	4	6	4	60	24	40	16	100	40			
AUDIT COURSES																	
6	AU/KA		Kannada-I Sahithya_Sinchana Balake_Kannada	2	0	0	2	2	50	20	--	--	50	20			
7	SL		Sign Language-II	2	0	0	2	No End Exam									
8	PSy		Psychology and Counseling -II	2	0	0	2										
Total				12	6	16	34	22	340	136	210	84	550	220			

T-Theory P-Practical D-Drawing E-Elective BS—Basic Science ES-Engineering Science HS-Humanities & Social Science AU-Audit Course EG-English SC-Science JD- Jewellery Designing

- Note:** 1. Assigned Grade, Grade Point, SGPA and CGPA to be recorded in the Grade / Marks Card.
 2. Theory Course Semester End Examination(SEE) is conducted for 100 marks(3Hours Duration)
 3. Practical course CIE is conducted for the 20 marks(3 Hours Duration) and SEE is conducted for the 100 marks (4 Hours Duration)

Programme Coordinator

Principal

**GOVERNMENT OF KARNATAKA
DEPARTMENT OF COLLEGIATE AND TECHNICAL EDUCATION
JSS POLYTECHNIC FOR THE DIFFERENTLY ABLED MYSURU**

Programme: Jewellery Design and Technology

Course Code	4421	Semester	II
Course Title	Basic workshop calculations	Course Group	JD
No. of Credits	4	Type of Course	Lecture
Course Category	PC	Total Contact Hours	4 Hrs. / Week
			64 Hrs. / Semester
Prerequisites	SSLC	Teaching Scheme	[L : T : P] = 4 : 0 : 0
CIE Marks	50	SEE Marks	50

RATIONALE:

Basic workshop Calculation provides students a strong foundation to develop their skills in the areas of analytical, problem solving, real time applications and to understand the world better. This course enable students to develop mathematical conceptualization, inquiry, reasoning and communication skills and the ability to use mathematics to formulate and solve problems in all areas of jewellery manufacturing process.

1. COURSE SKILL SET:

1. To understand about conversion of units and measurements.
2. Apply the concepts of ratios, percentage and proportions in real life problems.
3. To understand the concept of mass and weight.
4. To understand the concept of Mensuration
5. To understand alloying composition calculation

2. COURSE OUTCOMES

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

	Course Outcome
CO1	Apply the concept of units and measurement in jewellery manufacturing process.
CO2	Apply the concepts of ratios, percentage and proportions in jewellery manufacturing and marketing.
CO3	Acquire the knowledge of mass and weight
CO4	Acquire the knowledge of Mensuration
CO5	Calculate alloying composition of metals

3. COURSE CONTENT OUTLINE WITH TEACHING HOURS AND MARK

UNIT NO.	UNIT NAME	TEACHING HOURS	DISTRIBUTION OF THEORY MARKS			
			R	U	A	TOTAL
1	Units and Measurements	10	8	20	12	40
2	Ratios, Percentage And Proportions	15	8	20	12	40
3	Mass and Weight	12	8	20	12	40
4	Mensuration	15	8	20	12	40
5	Alloying Composition	12	8	20	12	40
	Total	64	40	100	60	200

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

4. DETAILS OF COURSE CONTENTS

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

UNIT NO. AND NAME	SKILL SET	TOPICS / SUBTOPICS	HOURS L-T-P
1. Units and Measurements	To understand about conversion of units and measurements	1.1 Different system of units (MKS, CGS, FPS) 1.2 Basic units and symbols for them 1.3 Supplementary units and symbols for them	10-0-0

2. Ratios, Percentage And Proportions	Apply the concepts of ratios, percentage and proportions in real life problems	<p>2.1Ratio Concepts of ratio. Applications of the above in daily life problems.</p> <p>2.2Percentage Concept of percentage. Introduce increase or decrease of percentage and application of percentage to find the profit percentage and loss percentage</p> <p>2.3Proportion Direct Proportion Introduction to direct Proportion. Application of direct Proportion in real life situations</p> <p>2.4Inverse Proportion Introduction to inverse Proportion. Application of inverse Proportion in real life situations</p>	15-0-0
3 Mass and Weight	Acquire the knowledge of mass and weight	<p>3.1 Definition of mass and problems</p> <p>3.2 Definition of weight and problems</p> <p>3.3Calculation of density of metals</p> <p>3.4 calculation of metal mass by density</p> <p>3.5 calculation of volume of metals by density</p>	12-0-0
4. mensuration	Understand emerging modes of business activities	<p>4.1Area calculation (Triangle, Square, Cube, Rectangle, Circle, Cylinder, cone etc.) b)</p> <p>4.2Perimeter calculation (Triangle, Square, Cube, Rectangle, Circle) c)</p> <p>4.3Volume calculation (Cube, Sphere, cube, Cylinder)</p> <p>These geometrical shapes are normally used in designing the jewellery.</p>	15-0-0
5. Alloying Composition	Calculate alloying composition of metals	<p>5.1 Increasing karatage of precious metals</p> <p>5.2Decreasing karatage of precious metals</p> <p>5.3Wire drawing calculations of precious metals</p>	12-0-0

5.MAPPING OF CO WITH PO

CO	Couse Outcome	PO Mapped	Unit Linke	CL R/U/A	Theory in	Total Mark
1	Apply the concept of units and measurement in jewellery manufacturing process.	1, 2,7	1	R/U/A	10	40

2	Apply the concepts of ratios, percentage and proportions in jewellery manufacturing and marketing.	1, 3, 7	2	R/U/A	15	40
3	Acquire the knowledge of mass and weight	1,2, 7	3	R/U/A	12	40
4	Acquire the knowledge of mensuration	1, 2,7	4	R/U/A	15	40
5	Calculate alloying composition of metals	1,2, 3, 7	5	R/U/A	12	40
Total					64	200
<i>R = Remember, U = Understand, A = Apply and above levels (Bloom's Revised Taxonomy)</i>						

6. LEVELS OF CO, AND PO MAPPING

Course	CO's	Programme Outcomes (POs)						
		1	2	3	4	5	6	7
Basic Workshop Calculation	CO-1	3	2	0	0	0	0	3
	CO-2	3	0	3	0	0	0	3
	CO-3	3	2	0	0	0	0	3
	CO-4	3	3	0	0	0	0	3
	CO-5	3	2	3	0	0	0	3
<i>Levels: 3 – Highly Mapped, 2 – Moderately Mapped, 1- Low Mapped and 0 – Not Mapped</i>								

7. INSTRUCTIONAL STRATEGY

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes

1. Use of sign language for communication in classroom since most of students are hearing impaired.
2. Use of Audio-Visual aids like ppt, videos, Animation, E-books etc..
3. Hands on training providing for the students in practical and tutorial classes through demonstration.
4. To attend interactive sessions, Group discussion, guest lectures, workshops, industrial visit, MCQ/Quiz, Assignment, open book test to facilitate students for learning.
5. Providing the course material in soft/hard copy in advance to the students, to come prepared to the class.

8. SUGGESTED LEARNING RESOURCES:

Sl. No	Author	Title of Books	Publication / Year
1.	B.S. Grewal	Higher Engineering Mathematics	Khanna Publishers, New Delhi, 40th Edition, 2007
2.	G. B. Thomas, R. L. Finney	Calculus and Analytic Geometry	Addison Wesley, 9th Edition, 1995
3.	S.S. Sabharwal, Sunita Jain, Eagle Parkashan	Applied Mathematics, Vol. I & II	Jalandhar.
4.	10 th standard mathematics text book		

9. COURSE ASSESSMENT AND EVALUATION CHART

Assessment Methods	Types of Assessment		Target	Assessment Methods	Max Marks	Types of Record	Course Outcomes for Assessment
DIRECT ASSESSMENT	CIE CONTINUOUS INTERNAL EVALUATION	IA Test	STUDENTS	Three tests (Average of Three tests will be Computed)	30	Blue Books	All Co's
		Assignment & Student activity		Average of MCQ +Quiz +Open book +Assignment	20	Activity Book	Specified CO by the Course Coordinator
				Total CIE Marks	50		
	SEE SEMESTER END EXAMINATION	Semester End Exam		End of the Course	50	Answer Scripts	All Co's
				Total	100		
INDIRECT ASSESSMENT	Student Feedback		STUDENTS	Middle of the Course	Feed Back Forms		
	End of Course Survey			End of the Course			

10. ASSESSMENT METHODOLOGY

Sl. No	Assessment	Duration	Max Marks	Conversion
1	CIE Assessment – 1 (Written Test – 1) At the end of 6 th Week	80 Minutes	30	Average of three written tests 30 Marks
2	CIE Assessment – 2 (Written Test – 2) At the end of 10 th Week	80 Minutes	30	
3	CIE Assessment – 3 (Written Test –3) At the end of 15 th Week	80 Minutes	30	
4	CIE Assessment 4 (MCQ / Quiz) At the end of 8 th Week	60 Minutes	20	Average of three 20 Marks
5	CIE Assessment 5 (Open book Test) At the end of 13 th Week	60 Minutes	20	
6	CIE Assessment 6 (Student Activity / Assignment) At the beginning of 16 th Week		20	
Total Continuous Internal Evaluation (CIE) Assessment				50
7	Semester End Examination (SEE)	3 Hours	100	50

	Assessment (Written Test)			
			Total Marks	100

Note:

1. SEE (Semester End Examination) is conducted for 100 Marks theory courses for a time duration of 3 Hours.
2. Three CIE (written test), each of 30 marks for a time duration of 80 minutes shall be conducted. Also, three CIE (MCQ or Quiz/Open book test/student activity or assignment) each of 20 marks for the time duration of 60 minutes shall be conducted.
3. Assessment of assignment and student activity is evaluated through appropriate rubrics by the respective course coordinator.

11. DETAILED COURSE CONTENTS

UNIT NO. AND NAME	DETAILED COURSE CONTENT	C O	PO	CONT ACT HRS.	TOTAL
1. Units and Measurements	Different system of units	1	1, 2, 7	2	10
	Basic units and symbols for them	1	1, 2, 7	2	
	Supplementary units and symbols for them	1	1, 2, 7	6	
2. Ratios, Percentage And Proportions	Concepts of ratio. Applications of the ratio in daily life problems.	2	1, 3, 7	1	15
	Concept of percentage. Introduce increase or decrease of percentage application	2	1, 3, 7	1	
	application of percentage to find the profit percentage and loss percentage	2	1, 3, 7	1	
	Introduction to direct Proportion. Application of direct Proportion in real life situations	2	1, 3, 7	2	
	Introduction to inverse Proportion. Application of inverse Proportion in real life situations	2	1, 3, 7	2	
	Concepts of ratio. Applications of the above in daily life problems.	2	1, 3, 7	1	
	Concept of percentage. Introduce increase or decrease of percentage	2	1, 3, 7	2	
	Application of percentage to find the profit percentage and loss percentage	2	1, 3, 7	1	
	Introduction to direct Proportion. Application of direct Proportion in real life	2	1, 3, 7	2	
3. Mass and Weight	Definition of mass and problems	2	1, 3, 7	2	12
	Definition of weight and problems	3	1, 2, 7	2	
	Calculation of density	3	1, 2, 7	4	
	Mass calculation by density	3	1, 2, 7	2	
	Volume calculation by density	3	1, 2, 7	2	

4. Mensuration	1 Area calculation (Triangle, Square, Cube, Rectangle, Circle, Cylinder, cone etc.)	4	1, 2,7	5	15
	4.3 Volume calculation (Cube, Sphere, cube, Cylinder)				
	Perimeter calculation (Triangle, Square, Cube, Rectangle, Circle)	4	1, 2,7	5	
	Volume calculation (Cube, Sphere, cube, Cylinder)	4	1, 2,7	5	
5. Alloying Composition	Increasing karatage	5	1,2, 3, 7	4	12
	Decreasing karatage	5	1,2, 3, 7	4	
	Wire drawing calculations	5	1,2, 3, 7	4	
				Total	60

12.RUBRICS FOR ACTIVITY

Dimension	Scale					Student Score For 20 marks	
	Unsatisfactory	Developing	Satisfactory	Good	Exemplary		
	4	8	12	16	20		
1. Organization	Has not included relevant info	Has included few relevant info	Has included some relevant info	Has included many relevant info	Has include all relevant info needed	20	
2. Fulfil Team's Roles & Duties	Does not perform any duties assigned	Performs very little duties	Performs partial duties	Performs nearly all duties	Performs all duties of assigned team roles	12	
3. Conclusion	Poor	Less Effective	Partially Effective	Summarizes but not exact	Most effective	16	
4. Conventions	Frequent Error	More Error	Some Error	Occasional Error	No Error	12	
					Total Score	60	
					60/4= 15	Total Marks	15

13.SUGGESTED LIST OF STUDENTS ACTIVITYS FOR CIE

Sl.NO	Suggested Activities
1	Conversion of different dimension of a given object in different system of units.
2	Collection of profit or loss and percentage in a different jewellery companies
3	Conversion of mass into weight or vice-versa of some metal composition
4	Calculate the area, perimeter and volume of a geometrical shapes which are used in jewellery
5	Calculate the composition of given alloys using decrease or increase of purity

Second Semester Examination, Model Question Paper – 2021

BASIC WORKSHOP CALCULATION

Duration: 3 Hours]

Subject Code: 4421

[Max. Marks: 100

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

SECTION – 1

[20 Marks]

1. Multiple choice Four questions 4 Marks

2. a) 8 marks

OR

b)

3. a) 8marks

OR

b)

SECTION – 2

[20 Marks]

4. Multiple choice Four questions 4 Marks

5. a) 8 marks

OR

b)

6. a) 8marks

OR

b)

SECTION – 3

[20 Marks]

7. Multiple choice Four questions 4 Marks

8. a) 8 marks

OR

b)

9. a) 8marks

OR

b)

SECTION – 4

[20 Marks]

10. Multiple choice Four questions 4 Marks

11. a) 8 marks

OR

b)

12. a) 8marks

OR

b)

SECTION – 5 [20 Marks]

13. Multiple choice Four questions 4 Marks

14. a) 8 marks

OR

b)

15. a) 8marks

OR

b)

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**GOVERNMENT OF KARNATAKA
DEPARTMENT OF COLLEGIATE AND TECHNICAL EDUCATION
JSS POLYTECHNIC FOR THE DIFFERENTLY ABLED MYSURU**

Programme: Jewellery Design and Technology

Course Code	4422	Semester	I
Course Title	Design Studies-II	Course Group	JD
No. of Credits	4	Type of Course	Tutorial and Practice
Course Category	PC	Total Contact Hours	6 Hrs. / Week
			96 Hrs. / Semester
Prerequisites	SSLC	Teaching Scheme	[L : T : P] = 0: 2 : 4
CIE Marks	60	SEE Marks	40

RATIONALE:

A design study helps the learner to understand the concept of different types of stone setting, technical specifications in design and types of views. It helps to learn different types of earrings and pendent on theme based with rendering of various types of design.

1. COURSE OBJECTIVES:

After the completion of the study of this subject students should be able to

1. To study about different types of stone settings.
2. To understand technical specifications in design and types of views.
3. To design different types of earrings and pendants.

2. JOB ROLE

SL.NO	LEVEL	JOB ROLES
1	3	Junior Assistant Designer
2	3	Junior Assistant Designer

3. PREREQUISITES

STUDENT	Nil.
TEACHER	Five year experience in jewellery design

4. COURSE OUTCOMES

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

	Course Outcome
CO1	Understand the concept of different types of stone setting.
CO2	Apply the knowledge of technical specifications in design and types of views
CO3	Create different types of earrings on theme based

CO4	Create different types of pendants on theme based
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5. COURSE CONTENT OUTLINE WITH TEACHING HOURS AND MARK

UNIT NO	UNIT TITLE	TEACHING HOURS	DISTRIBUTION LEVELS (Marks)			TOTAL
			R	U	A	
01	Study About Different Types Of Stone Settings	21	10	20	20	50
02	Importance of Technical Specifications In Designing and Study of Views	21	10	20	20	50
03	Designing Of Different Types Of Earrings	27	10	20	20	50
04	Designing Of Different Types Of Pendants	27	10	20	20	50
Total		96	40	80	80	200

6. INSTRUCTIONAL STRATEGY

These are sample strategies, which teacher can use to accelerate the attainment of the various course outcomes

1. Use of sign language for communication in classroom since most of students are hearing impaired.
2. Use of Audio-Visual aids like ppt, videos, Animation, E-books etc..
3. Hands on training providing for the students in practical and tutorial classes through demonstration.
4. To attend interactive sessions, Group discussion, guest lectures, workshops, industrial visit, MCQ/Quiz, Assignment, open book test to facilitate students for learning.
5. Providing the course material in soft/hard copy in advance to the students, to come prepared to the class.
6. Instructors should expose students to explore User Interface thoroughly.
7. Emphasis should be given on designing skills.

7. DETAILS OF COURSE CONTENTS

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

UNIT NO	TOPICS/SUBTOPICS	LEARNING OUTCOME (IN COGNITIVE DOMAIN)	HOURS T : P
1	Study About Different Types Of Stone Settings		21

	<p>1.1 Study about different types of stone setting.</p> <p>1.2 Pave setting.</p> <p>1.3 Prong setting.</p> <p>1.4 Double Prong.</p> <p>1.5 Three prong</p> <p>1.6 Four Prong.</p> <p>1.7 Five Prong.</p> <p>1.8 Six Prong.</p> <p>1.9 Seven prong.</p> <p>1.10 Wall Prong.</p> <p>1.11 Bezel setting.</p> <p>1.12 Pressure setting.</p> <p>1.13 Flush setting.</p> <p>1.14 Channel setting.</p>	<p>1. Understand about different types of stone setting</p> <p>2. Create new designs using different types of stone setting(pave, prong, bezel, channel)</p>	
2	Importance Of Technical Specifications In Designing and Study Of Views		21
	<p>2.1 Theme of the Design.</p> <p>2.2 Concept of the Design.</p> <p>2.3 Type of ornament.</p> <p>2.4 Metal or alloy used for fabrication</p> <p>2.5 Stone type</p> <p>2.6 Stone shapes.</p> <p>2.7 Stone color.</p> <p>2.8 No of stones.</p> <p>2.9 Stone size.</p> <p>2.10 Stone weight.</p> <p>2.11 Different type of Stone setting.</p> <p>2.12 Length of the Product.</p> <p>2.13 Width of the the product.</p> <p>2.14 Thickness of the Product.</p> <p>2.15 Linking System.</p> <p>2.17 Top view.</p> <p>2.18 Front view.</p> <p>2.19 Side view.</p> <p>2.20 Isometric view</p>	<p>1. Learn the importance of specification in designing</p> <p>2. Acquire the knowledge of different types of views in jewellery(top, front,side)</p> <p>3. Create new designs with specification</p>	
3	Designing Of Different Types Of Earrings		27
	<p>3.1 Stud and Drops</p> <p>3.2 Jumkha</p> <p>3.3 Hanging</p> <p>3.4 Bali.</p>	<p>1. Acquire the knowledge designing stud and Drops</p> <p>2. Create new designs on the theme (Jumkha, Hanging ,Bali)</p> <p>3. Acquire the knowledge of rendering process</p>	
4	Designing Of Different Types of Pendants		27
	<p>4.1 a. Single loops pendent.</p> <p>b. Back loop pendent</p>	<p>1. Acquire the knowledge of designing pendent with single loop</p>	

	4.2 Double loop Pendant.	2. Acquire the knowledge of designing pendant with double loop 3. Understand the advanced rendering methods.	
	Note: Importance to be given on Design Studies- II– Stone settings, specification on designs, designing of earrings and pendant, rendering process.		96

8. SUGGESTED PRACTICAL EXERCISES

Sl. No	Suggested Practical Exercises (should be similar in skills to the ones enlisted)	Unit No	PO	CO	L:P Hrs
1	Study about different types of stone setting, Pave setting, Prong setting, Double Prong, Three prong	1	1, 3,7	1	2:4
2	Four Prong, Five Prong, Six Prong, Seven prong, Wall Prong	1	1, 3,7	1	2:4
3	Bezel setting, Pressure setting, Flush setting, Channel setting	1	1, 3,7	1	3:6
4	Theme of the Design, Concept of the Design, Type of ornament, Metal or alloy used for fabrication Stone type, Stone shapes, Stone color, No of stones.	2	1,5,7	2	2:4
5	Stone size, Stone weight, Different type of Stone setting, Length of the Product, Width of the the product, Thickness of the Product, Linking System, Costing.`	2	1,5,7	2	2:4
6	Top view, Front view, Side view, Isometric view	2	1,5,7	2	3:6
7	Designing a different types of Tops and Jumkha	3	1, 3,7	3	3:6
8	Designing a different types of Hanging	3	1, 3,7	3	3:6
9	Designing a different types of Bali	3	1, 3,7	3	3:6
10	Designing different types of Ladies single loop pendant, Back loop pendant.	4	1, 3,7	4	5:10
11	Designing different types of Ladies Pendant Double loop.	4	1, 3,7	4	4:8

The suggested practical exercises specified above are demonstrated for the attainment of the competency. These practical activities can also be used for the student assessment in portfolio mode for awarding CIE marks. The lecturer can enhance the competency level of the students by sketching more practical exercises.

NOTES:

- 1 It is compulsory to prepare log book/record of exercises. It is also required to get each exercise recorded in logbook, checked and duly dated signed by the teacher
- 2 Student activities are compulsory and are also required to be performed and noted in logbook.
- 3 Student activity is compulsory and part of skill assessment. The activity enables student to explore the course, help student to demonstrate creativity & critical thinking.
- 4 Student activity report is compulsory part to be submitted at the time of practical ESE
- 5 Term work report is compulsory part to be submitted at the time of practical ESE.
- 6 Student activity and student activity reports must be uploaded to Learning management system.
- 7 For CIE, students are to be assessed for Skills/competencies achieved.

9. MAPPING OF CO WITH PO

	COURSE OUTCOME	PO MAPPE D	EXPERIMENT LINKED	COGNITIVE LEVEL (R/ /	TUTORIAL & PRACTICAL SESSIONS IN
CO-1	Understand the concept of design elements and principle of design.	1, 3,7	1-3	A	21
CO-2	Apply the knowledge of visualizing to different types of stone shapes and metal texture with rendering	1,5,7	4-6	A	21
CO-3	Acquire the knowledge about gemstones and rendering	1, 3,7	7-9	A	27
CO-4	Understand various types of design	1,3,7	10-11	A	27
Total					96

10. LEVELS OF CO, AND PO MAPPING

Course	CO's	Programme Outcomes (POs)						
		1	2	3	4	5	6	7
Design Studies -II	CO-1	3	0	3	0	0	0	3
	CO-2	3	0	0	0	2	0	3
	CO-3	3	0	3	0	0	0	3
	CO-4	3	0	3	0	0	0	3

Levels: 3 – Highly Mapped, 2 – Moderately Mapped, 1- Low Mapped and 0 – Not Mapped

11. SUGGESTED LEARNING RESOURCES:

Sl. No	Author	Title of Books	Publication / Year
1	Robert Hale	Jewellery concepts and Technology (OPPI UNTRACHT)	1982

SUGGESTED LINKS

- <https://www.youtube.com/watch?v=wuTwUGYIZOM>
- <https://www.youtube.com/watch?v=6ZjOaJIueb4>
- <https://www.youtube.com/watch?v=67A8uRFU920>
- <https://www.youtube.com/watch?v=aldrGTVm5ws>

12.SUGGESTED LIST OF PROPOSED STUDENT ACTIVITYS

Note: the following activities or similar activities for assessing CIE (IA)

SL. NO	ACTIVITY
1	Design 5 different pendent designs in creative way.
2	Design 5 different Earnings designs in creative way.

13.COURSE ASSESSMENT AND EVALUATION CHART

Assessment Methods	Types of Assessment		Target	Assessment Methods	Max Marks	Types of Record	Course Outcomes for Assessment	
DIRECT ASSESSMENT	CIE CONTINUOUS INTERNAL EVALUATION	IA Test	STUDENTS	Two skill tests (Average of Two skill tests will be Computed)	20	Blue Books	All Co's	
		Assignment & Student activity		Portfolio	30	Portfolio and Activity Book	Specified CO by the Course Coordinator	
				Activity	10			
				Total CIE Marks	60			
	SEE SEMESTER END EXAMINATION	Semester End Exam		STUDENTS	End of the Course	40	Answer Scripts	All Co's
					Total	100		
INDIRECT ASSESSMENT	Student Feedback		STUDENTS	Middle of the Course	Feed Back Forms			
	End of Course Survey			End of the Course				

14. COURSE ASSESSMENT SUMMARY

Sl. No	Assessment	Time frame in Semester	Duration	Max marks	Conversion
1.	Portfolio	Entire Duration		30	30
2	Skill Test-1 (Skill test 1-Unit 1&2)	At the end of 8 ^h week	3 Hrs	20	Average of two skill tests 20
3	Skill Test-2 (Skill test 2 -Unit,3,4)	At the end of 15 th week	3 Hrs	20	
4	Student Activity	At the Beginning of 16 th week		10	10
5	Total Continuous Internal Evaluation(CIE)Assessment				60
6	Semester End Examination (SEE) Assessment conducted for 100 marks, finally reduced to 40 marks weightage		4 Hrs	100	40
TOTAL					100

Note:

1. SEE (Semester End Examination) is conducted for 100 Marks Practical courses for a time duration of 4 Hours.
2. Two CIE (written test), each of 20 marks for a time duration of 3 Hours shall be conducted. Also, one student activity or assignment of 10 marks shall be conducted.
3. 30 marks awarded for portfolio.
4. Assessment of assignment and student activity is evaluated through appropriate rubrics by the respective course coordinator.

15. RUBRICS FOR ACTIVITY**REQUIREMENTS:**

Dimension	Scale					Student Score For 10 marks
	Unsatisfactory	Developing	Satisfactory	Good	Exemplary	
	2	4	6	8	10	
1. Organization	Has not included relevant info	Has included few relevant info	Has included some relevant info	Has included many relevant info	Has include all relevant info needed	10
2. Fulfil Team's Roles & Duties	Does not perform any duties assigned	Performs very little duties	Performs partial duties	Performs nearly all duties	Performs all duties of assigned team roles	6
3. Conclusion	Poor	Less Effective	Partially Effective	Summarizes but not exact	Most effective	8
4. Conventions	Frequent Error	More Error	Some Error	Occasional Error	No Error	4
Total Score						28
Total Marks						7

Sl. No.	Specification	Quantity
1.	Drawing table	30
2.	Jewellery Designing materials	-

Second Semester Examination, Model Question Paper – 2021

DESIGN STUDIES - II

Duration: 4 Hours]

Subject Code: 4422

[Max. Marks: 100

Instruction: Answer both the questions. Each question carries 100 marks.

Qn. No.	Question	CL	COs	POs	Marks
1	Design bezel. Prong, flush of stone setting with specification and color rendering OR Design bezel. Share prong, pave, channel of stone setting with specification and color rendering	R / U/A	1	1, 3,7	20
2	Design T-Joint with side view, top view, front view with color rendering	R / U/A	2	1,5,7	20
3	Design Modern, contemporary, Traditional theme based on earrings with specification and render it.	R / U/A	3	1, 3,7	30
4	Design Modern, Contemporary, Traditional theme based on pendants with specification and render it.	R / U/A	4	1,3,7	20
Total Marks					100

Questions are not framed from Unit 1 in the final SEE. Short questions can only be asked from that unit.

RUBRICS FOR SKILL TEST EVALUATION (CIE & SEE)

Sl. No.	Parameter to be observed
1	Concepts/Theme
2	Designing
3	Specification
4	Rendering
Note: Above parameters observed for all the questions	

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Programme: Jewellery Design and Technology

Course Code	4423	Semester	II
Course Title	Technical Drawing	Course Group	JD
No. of Credits	4	Type of Course	Lecture & Practice
Course Category	PC	Total Contact Hours	6 Hrs Per Week
			96 Hrs Per Semester
Prerequisites	Enthusiasm to learn the subject/Visualizing/Creativity	Teaching Scheme	(L: T:P) = 1:0:2
CIE Marks	60	SEE Marks	40

RATIONALE:

Engineering Drawing is an effective language of engineers. It is the foundation block which strengthens the engineering & technological structure. Moreover, it is the transmitting link between ideas and realization.

1. COURSE SKILL SET

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

Prepare engineering drawings manually using with given geometrical dimensions using prevailing standards and drafting instruments. Visualize the shape of simple object from orthographic views and vice versa

2. COURSE OUTCOMES:

At the end of course, students are able to

CO1	Adopt the standards, dimensioning and construct appropriate drawing scales in technical Drawing development.
CO2	Develop the principal views using principles of orthographic projection.
CO3	Development of surface for geometrical objects
CO4	Sketch orthographic projections/views into isometric projections and Vice Versa.

3. INSTRUCTIONAL STRATEGY:

1. Teacher should show model of real of the component/part whose drawing is to be made. Emphasis should be given on cleanliness, dimensioning and layout of sheet.
2. Focus should be on proper selection of drawing instruments and their proper use.

3. Separate labs for practice on Technical Drawing should be established

4. DETAILS OF COURSE CONTENTS

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

Unit No. and Name	Major Learning Topics and Sub- Topics	Outcomes (in cognitive domain)	Hours L-T-P
UNIT-1 Basic elements of Drawing	1.1 List the different drawing instruments and application 1.2 Convention of lines and its application (Thick, Thin, Axis etc.) 1.3 Practice use of drawing instruments 1.4 Representative fraction 1.5 Scales - Full Scale, Reduced Scale and Enlarged Scale 1.6 Dimensioning-Aligned system and Unidirectional system in the Sketches	1. Drawing equipment's, instruments and materials. 2. Equipment's-types, specifications, method to use them, applications. 3. Instruments-types, specifications, methods to use them and applications. 4. Pencils-grades, applications, Different types of lines. 5. Scaling technique used in drawing. 6. Dimensioning methods.- Aligned method. Unilateral with chain, parallel dimensioning.	0-05-10
UNIT-2 Geometrical Constructions	2.1 Dividing line into given number of equal parts and ratios. 2.2 Construction of different polygons without angular measurement 2.3 Inscription of circle in polygons. 2.4. Inscription of equal circles in regular polygons touching each other and midpoints of sides of Polygon.	1 Dividing line into equal parts 2 Constructions of geometrical figures.	0-05-10

<p>UNIT-3 Orthographic Projections</p>	<p>3.1 Introduction to Projections-Principal Planes of Projection and Principal Views 3.2 Introduction to First angle method and Third angle of projection Projection of Solids. 3.3 Draw orthographic views of objects like cube, prism, pyramid, cylinder, cone. Note: (I) Problem should be restricted to development of - Front view, Top view/ and Side views only. Use First Angle Method only.</p>	<p>1 Reference planes, orthographic projections. 2 Concept of quadrant, First angle projections, Third angle of projection and their representation. Projections of solids in various positions with respect Reference planes. (Parallel, perpendicular and inclined to HP and / or VP Note : To consider the object in simple & stable positions</p>	<p>0-07-14</p>
<p>UNIT-4 Development Of Surfaces</p>	<p>4.1 Development of surfaces of solids (cube, prism, pyramid, cylinder and cone).</p>	<p>1. Develop the complete lateral Surface of solid geometrical objects.</p>	<p>0-06-12</p>
<p>UNIT-5 Isometric views</p>	<p>5.1 Introduction to Isometric Projections 5.2 Isometric Scales and Actual Scale 5.3 Isometric View and Isometric Projection 5.4 Orthographic views</p>	<p>1. Isometric axis, lines and planes. 2. Isometric scales. 3. Isometric view and isometric drawing. 4. Difference between isometric projection and isometric drawing. 5. Orthographic views Illustrative problems limited to Simple elements</p>	<p>0-07-14</p>
<p align="right">TOTAL</p>			<p>30-0-60</p>

5. LIST OF PRACTICAL EXERCISES:

The exercises/practical/experiments should be properly designed and implemented with an attempt to different types of skills leading to the achievement of the competency. Following is the list of exercises/practical/experiments for guidance.

SL. No.	Unit No.	Practical Exercises (Outcomes in Psychomotor Domain)	Hours
		1. Teacher will demonstrate	1-0-2

		a: Use of a Drawing instruments. b. Planning and layout as per IS. c: Scaling technique.	
1	1	2. Draw following. Problem–1 Drawing horizontal, vertical, 30 degree, 45 degree, 60 & 75 degrees lines using Tee and Setsquares/drafter.	1-0-2
		Problem – 2 Indicate drawing. different convention of lines on the (Drawing sheet)	1-0-2
		Problem–3 Copy the sketch to the required scale and dimensioning adopting right system and positioning of dimensions using Tee and Set squares / drafter. (Drawing sheet)	2-0-4
2	2	Problem 4. Draw regular geometric constructions Pentagon, Hexagon, Square, circle, Triangle and other shapes. (Drawing sheet)	3-0-6
		Problem 5. Dividing given line in to equal number of parts. (Drawing sheet)	2-0-4
3	3	Introduction to orthographic projection – principal planes of projection– Concept of first angle projection. Draw plan and elevation of Geometrical objects given the position and location. Draw plan and elevation of Geometrical objects given the position and location.	1-0-2
		Draw the orthographic views of objects – cubes	1-0-2
		Draw the orthographic views of objects – prism, pyramids	2-0-4
		Draw the orthographic views of objects – Cylinder, cone etc.	3-0-6
4	4	Development of complete surface of solid geometrical objects such as cube, prism, pyramid cylinder and cone	6-0- 12
5	5	Draw isometric projections of geometrical objects and isometric views	4-0-8
		Draw isometric views of the sketch shown in the figures whose orthographic views are given and vice versa	3-0-6
		TOTAL	30-0-60

1. Theory & practice should be in first angle projections and IS codes should be followed wherever applicable.
2. The dimensions of line, axes, distances, angle, side of polygon, diameter, etc. must be varied for each student in batch so that each student will have same problems, but with different dimensions.
3. The Drawing sheet has to contain data of all problems, solutions of all problems.
4. Student's activities are compulsory to be performed.

6. UGGESTED LIST OF STUDENT ACTIVITIES:

SL.NO.	ACTIVIY
1	Sketch the combinations of set squares to draw angles in step of 15° , 30° , 45° , 60° , 75° , 90° , 105° , 120° , 135° , 150° , 165° , 180° .
2	Take two simple objects. Sketch isometric of them.
3	Draw the development surface of square tray, funnel etc
4	Prepare geometrical objects models such as cube, prism pyramid cylinder and cone.

7. SUGGESTED LEARNING RESOURCES:

- Bureau of Indian Standards. Engineering Drawing Practice for Schools and Colleges IS: Sp-46. BIS. Government of India, Third Reprint, October 1998; ISBN:81-7061-091-2.
- Bhatt, N. D. Engineering Drawing. Charotar Publishing House, Anand, Gujrat 2010; ISBN: 978-93-80358-17-8.
- Jain &Gautam, Engineering Graphics & Design, Khanna Publishing House, New Delhi (ISBN: 978- 93-86173-478)
- Jolhe,D.A.EngineeringDrawing.TataMcGrawHillEdu.NewDelhi,2010;ISBN:978- 0-07-064837-1
- Dhawan, R.K. EngineeringDrawing.S.ChandandCompany,NewDelhi;ISBN:81-219- 1431-0.
- Shah, P. J. Aiig/reei iiig Drowiiiig. S. Chond and Company, New Delhi, 2008, ISBN:81- 219-2964-4.
- Kulkami,D.M.;Rostogi,A.P.;Soikar,A.K.EngineeringGraphicswithAutoCAD.PHI Learning Private Limited-New Delhi (2010): ISBN:978-8120337831

8. Mapping of Course Outcomes with Programme Outcomes (Suggestive only):

Course	CO's	Programme Outcomes (PO's)						
		1	2	3	4	5	6	7
Engineering Graphics	CO1	3	0	0	0	0	0	2
	CO2	3	2	0	0	0	0	2
	CO3	3	2	0	0	0	0	2
	CO4	3	2	0	0	0	0	2
Level 3- Highly Mapped, Level 2-Moderately Mapped, Level 1-Low Mapped,								

8. A. COURSE ASSESSMENT AND EVALUATION CHART:

Assessment Methods	Types of Assessment		Target	Assessment Methods	Max Marks	Types of Record	Course Outcomes for Assessment
DIRECT ASSESSMENT	CIE CONTINUOUS INTERNAL EVALUATION	IA Test	STUDENTS	Two skill tests (Average of Two skill tests will be Computed)	20	Blue Books	All Co's
		Assignment & Student activity		Portfolio	30	Portfolio and Activity Book	Specified CO by the Course Coordinator
				Activity	10		
				Total CIE Marks	60		
	SEE SEMESTER END EXAMINATION	Semester End Exam		End of the Course	40	Answer Scripts	All Co's
				Total	100		
INDIRECT ASSESSMENT	Student Feedback		STUDENTS	Middle of the Course	Feed Back Forms		
	End of Course Survey			End of the Course			

B. COURSE ASSESSMENT SUMMARY

Sl. No	Assessment	Time frame in semester	Duration	Max marks	Conversion
1	Portfolio Evaluation of Drawings	Entire Duration		30	30
2	Skill Test-1 (Skill test 1- Unit 1&2)	At the end of 8 th week	3 Hrs	20	Average of two skill tests 20
3	Skill Test-2 (Skill test 2 is of CAD based- Unit,3,4)	At the end of 15 th week	3 Hrs	20	
4	Student Activity	-		10	10
5	Total Continuous Internal Evaluation(CIE)Assessment				60
6	Semester End Examination (SEE) Assessment conducted for 100 marks, finally reduced to 40 marks weightage		4 Hrs	100	40
TOTAL					100

Note:1. Graded exercises will be evaluated.

2. Skill test to be conducted for 100 marks as per scheme of evaluation and the obtained marks are scaled down to 20 marks.

3. SEE to be conducted for 100 marks as per scheme of evaluation and the obtained marks are scaled down to 40 marks.

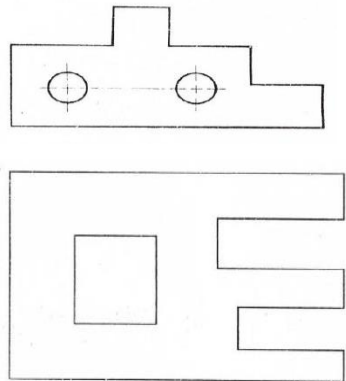
Scheme of Valuation for End Examination (suggestive)

SL NO	QUESTIONS	MARKS
1	a. Divide a line of length 170 mm in to seven equal parts. b. Construct a Square in a given 100 mm.	20
2	A triangular prism of base edge 40mm and height 65mm rests with its base on HP so that one of the base edges is parallel to VP and it lies at 20mm from VP. Draw the top view, front view and profile, view when the axis of the prism is perpendicular to HP. The LPP&RPP are at 25 mm from the nearer edge of the prism.	20
3	Develop the complete surface of a pentagonal pyramid of base edge 30mm and axis length 80mm.	20
4	Draw the isometric view of hexagonal pyramid of base edge 25 mm and axis length 75mm.	20
5	Draw isometric view for the given orthographic view.	20
TOTAL		100

Note- Internal choice can be given.

MODEL QUESTION BANK (Suggestive only)

1. a) Illustrate the elements of dimensioning with the help of a sketch.
b) Illustrate the dimensioning of given common features: diameter, radius, chord, Arc and angle.
2. Mention the uses of the following drawing instruments.
T-square ii) Set square iii) Bow compass iv) Clinograph v) Mini drafter
- b) Mention the uses of the following drawing instruments.
i) French curves ii) Protractor iii) Clips iv) Erasing Shield v) Drafting machine
3. Define RF. Mention the types of scales based on RF.
4. Draw the conventional representation of lines
5. Divide a line of length 170 mm in to seven equal parts.
6. Reproduce the views given in the sketch below, to its full size and dimension the same by unidirectional dimensioning system
7. Construct a Square in a given 100 mm.
8. Reproduce the top and front views given in the sketch below to a scale of 1:20 and dimension the same by unidirectional dimensioning system.
9. Draw 45° inclined lines in a rectangular box
10. Draw the various types of lines using 0.5 range thickness of line according to the specification
11. Copy the sketch to 1:1 scale and dimension it using Aligned system.
12. Copy the sketch to 1:1 scale and dimension it using unidirectional system with Chain dimensioning method.



13. Construct a heptagon of side of length 35mm without angular instrument.
14. Construct a pentagon of side of length 35mm without angular instrument.
15. Reproduce the views given to its full size and dimension the same by Aligned system of dimensioning

Orthographic Projection

1. A triangular prism of base edge 40mm and height 65mm rests with its base on HP so that one of the base edges is parallel to VP and it lies at 20mm from VP. Draw the top view, front view and profile, view when the axis of the prism is perpendicular to HP. The LPP & RPP are at 25 mm from the nearer edge of the prism.
2. A pentagonal prism of base edge 30 mm and 60 mm long is resting on one of its lateral edges such that two of its adjacent rectangular faces containing this lateral edge are equally

inclined to H.P. The edge on which it is resting is parallel to VP and lies at a distance of 40 mm in front of it. The two ends of the axis which is nearer to L.P.P and R.P.P at 25mm and 35 mm these two planes of projection. Draw the projections of the prism.

3. A Hexagonal pyramid of base edge 25mm and axis length 70 mm is resting on its apex such that the axis of the pyramid is perpendicular to HP. Two of its adjacent base edges make equal inclinations with VP and lies nearer to it. Draw the projections of the pyramid when the axis lies at 30 mm in front of VP 25 mm from L.P.P and 40 mm from R.P.P respectively.
4. A triangular pyramid of base edge 60mm and axis length 85mm is resting on its triangular base in such a way that one of its base edge is parallel to VP and lies at a distance of 20mm from the nearer to it. The two base corners which are nearer to LPP and RPP are at 30mm and 35mm from these two planes of projection. Draw the front view, top views and profile views of the pyramid.
5. A Hexagonal prism of base edge 30mm and axis length 85mm is resting on one of its rectangular faces such that the axis of the prism is parallel to VP and lies at a distance of 60mm in front of it . The two Hexagonal faces which are nearer to RPP and LPP are at 25mm from these two planes of projections. Draw the top, front and profile views of the prism.
6. A Cylinder of base diameter 50mm and axis length 80mm is resting on one of its generators such that the axis of the cylinder is parallel to VP and lies at a distance of 60mm in front of it . The nearest circular faces to LPP and RPP are at 25mm & 365mm from these two planes of projection. Draw the projection of the Cylinder.
7. A cone of base diameter 60mm and axis length 85mm is resting on its circular base with its axis vertical. A section plane perpendicular to VP and Parallel to one of its end generator is passing through a point on the axis which is 15mm below the apex. Draw the sectional top view, sectional front view and true shape of the section. Name the curve obtained in the true shape.
8. Draw the top and front views of a square pyramid of base edge 50mm and height 80mm when it lies with one of its square base on HP. the one of base edge is inclined at 60o to VP. With one of its nearest corners lying at a distance of 20mm in front of VP. Axis of the pyramid lies at 60mm from LPP and 50mm from RPP respectively.

Development of Surface

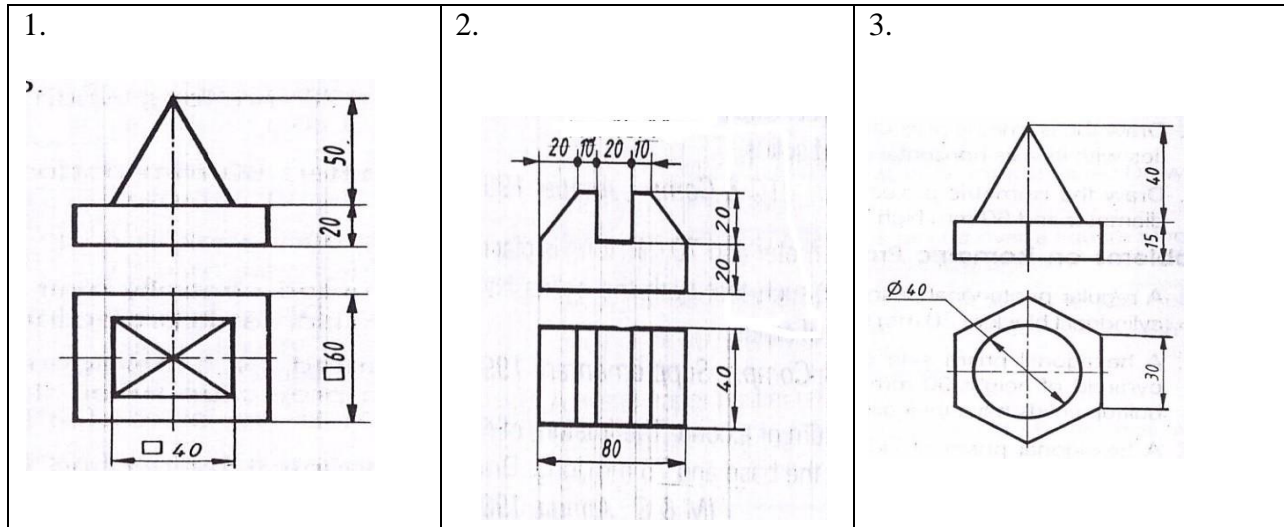
1. Develop the complete surface of a pentagonal prism of base edge 30mm and its axis length 80mm.
2. Develop the complete surface of a hexagonal pyramid of base edge 40mm and axis length 80mm.
3. Develop the complete surface of a cylinder of base diameter 35mm and axis length 60mm.
4. Develop the complete surface of a cone of base diameter 35mm and axis length 70mm.
5. Develop the complete surface of a pentagonal pyramid of base edge 30mm and axis length 80mm.

Isometric view

6. Draw the isometric view of a Hexagonal Prism of base edge 30 mm and axis length 80

mm.

7. Draw the isometric view of hexagonal pyramid of base edge 25 mm and axis length 75mm.
8. Draw the isometric view of a pentagonal Prism of base edge 35 mm and axis length 80 mm
9. Draw the isometric view of a Square Prism of base edge 40mm and axis length 80 mm
10. Draw the isometric view of a cone of base diameter 50mm and axis length 75 mm.
11. Draw the isometric view of the sketch whose orthographic views are given below:



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Programme: Jewellery Design and Technology

Course Code	4424	Semester	I
Course Title	Goldsmithing Advance	Course Group	JD
No. of Credits	4	Type of Course	Tutorial and Practice
Course Category	PC	Total Contact Hours	6 Hrs. / Week
			96 Hrs. / Semester
Prerequisites	SSLC	Teaching Scheme	[L : T : P] = 0 : 2 : 4
CIE Marks	60	SEE Marks	40

RATIONALE:

Goldsmithing advanced helps the learner to operate the tools used for filing sawing and acquire the new technique skills in master model making and safety precaution in jewellery workshop.

1. COURSE SKILL SET:

After the completion of the study of this subject students should be able to

1. Learn the advanced filing and sawing
2. Understand master making techniques
3. Learn the goldsmithing exercises and soldering techniques

2. JOB ROLE

SL.NO	LEVEL	JOB ROLES
1	3	Junior assistant in filing Section
2	3	Junior assistant in master model making and bench work

3. PREREQUISITES

STUDENT	SSLC
TEACHER	Master in filing, sawing and finishing works

4. COURSE OUTCOMES

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

	Course Outcome
CO1	Acquire the knowledge of advance filing
CO2	Acquire the knowledge of advance sawing.
CO3	Acquire the knowledge of making master model

CO4	Acquire the knowledge of finishing techniques
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5. COURSE CONTENT OUTLINE WITH TEACHING HOURS AND MARK

UNIT NO	UNIT TITLE	TEACHING HOURS	DISTRIBUTION LEVELS (Marks)			TOTAL
			R	U	A	
01	Advance filing Practice	27	10	20	20	50
02	Advance sawing Practice	24	10	20	20	50
03	Master model making techniques	27	10	20	20	50
04	Finishing Techniques	18	10	20	20	50
Total		96	40	80	80	200

6. INSTRUCTIONAL STRATEGY

These are sample strategies, which teacher can use to accelerate the attainment of the various course outcomes

1. Use of sign language for communication in classroom since most of students are hearing impaired.
2. Use of Audio-Visual aids like ppt, videos, Animation, E-books etc..
3. Hands on training providing for the students in practical and tutorial classes through demonstration.
4. To attend interactive sessions, Group discussion, guest lectures, workshops, industrial visit, MCQ/Quiz, Assignment, open book test to facilitate students for learning.
5. Providing the course material in soft/hard copy in advance to the students, to come prepared to the class.
6. Instructors should expose students to explore User Interface thoroughly.
7. Demonstration using visual/graphic content should be delivered. Emphasis should be given on working skills.

7. DETAILS OF COURSE CONTENTS

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

UNIT NO.	TOPICS/SUBTOPICS	LEARNING OUTCOME (IN COGNITIVE DOMAIN)	HOURS T : P
1	Advance filing Practice		27
	1.1 E-joint 1.2 V-Joint 1.3 Geometrical joint 1.4 Dovetail joint	1. Identify the different forms of joints 2. Learn different types of filing 3. Create own geometrical and alphabets joints	
2	Advance sawing Practice		24
	2.1 Geometrical designs 2.2 Birds designs 2.3 Animal designs 2.4 Modern designs	1. Learn different types of sawing techniques 2. Acquire the knowledge of sawing 3. Create new designs by the knowledge of different styles of sawing techniques	
3	Master model making		27
	3.1 Ear Rings 3.2 Pendants 3.3 Rings	1. Create modern ring designs. 2. Create modern pendants	
4	Finishing techniques		18
	4.1 Shaping 4.2 Buffing 4.3 Polishing	1. Learn to shape the given design in specific dimension 2. Learn high quality of buffing 3. Learn high quality of polishing methods.	
	Note: Importance to be given on Basic Goldsmithing techniques –marking , Sawing ,filing and Drilling Practice		

8. SUGGESTED PRACTICAL EXERCISES

Sl No	Suggested Practical Exercises (should be similar in skills to the ones enlisted)	Unit No	PO	CO	T:P Hrs

1	Making of E-joint, V-Joint, Dovetail U joint	1	1, 3, 7	1	6:12
2	Making of Geometrical joint	1	1, 3, 7	1	3:6
3	Geometrical designs	2	1,2,7	2	2:4
4	Birds designs Animal design	2	1,2,7	2	3:9
5	Modern designs	2	1,2,7	2	2:4
6	Ear rings	3	1, 3,5,7	3	3:6
7	Pendent making	3	1, 3,5,7	3	3:6
8	Rings making	3	1, 3,5,7	3	3:6
9	Shaping ,Buffing, Polishing of metals	4	1,2,4,7	4	6:12

The suggested practical exercises specified above are demonstrated for the attainment of the competency. These practical activities can also be used for the student assessment in portfolio mode for awarding CIE marks. The lecturer can enhance the competency level of the students by sketching more practical exercises.

NOTES:

- 8 It is compulsory to prepare log book/record of exercises. It is also required to get each exercise recorded in logbook, checked and duly dated signed by the teacher
- 9 Student activities are compulsory and are also required to be performed and noted in logbook.
- 10 Student activity is compulsory and part of skill assessment. The activity enables student to explore the course, help student to demonstrate creativity & critical thinking.
- 11 Student activity report is compulsory part to be submitted at the time of practical ESE
- 12 Term work report is compulsory part to be submitted at the time of practical ESE.
- 13 Student activity and student activity reports must be uploaded to Learning management system.
- 14 For CIE, students are to be assessed for Skills/competencies achieved.

9. MAPPING OF CO WITH PO

	COURSE OUTCOME	PO MAPPED	EXPERIMENT LINK	COGNITIVE LEVEL (R)	TUTORIAL & PRACTICAL SESSIONS IN
CO-1	Understand the concept of design elements and principle of design.	1, 3, 7	1-2	A	27
CO-2	Apply the knowledge of visualizing to different types of stone shapes and metal texture with rendering	1,2,7	3-5	A	24
CO-3	Acquire the knowledge about gemstones and rendering	1, 3,5,7	6-8	A	27

CO-4	Understand various types of design	1,2,4,7	9	A	18
Total					96

10. LEVELS OF CO, AND PO MAPPING

Course	CO's	Programme Outcomes (POs)						
		1	2	3	4	5	6	7
Goldsmithing Basic	CO-1	3	3	0	0	0	0	3
	CO-2	3	3	0	0	0	0	3
	CO-3	3	0	2	0	2	0	3
	CO-4	3	3	0	2	0	0	3
<i>Levels: 3 – Highly Mapped, 2 – Moderately Mapped, 1- Low Mapped and 0 – Not Mapped</i>								

11. SUGGESTED LEARNING RESOURCES:

Sl. No	Author	Title of Books	Publication / Year
1	Robert Hale	Jewellery concepts and Technology (OPPI UNTRACHT)	1982

SUGGESTED LINKS

https://www.youtube.com/watch?v=Sz9U_nS5aAQ
<https://www.youtube.com/watch?v=PSPXdMhH3nU>

12. SUGGESTED LIST OF PROPOSED STUDENT ACTIVITIES

Note: the following activities or similar activities for assessing CIE (IA)

SL. NO	ACTIVITY
1	Using filing and sawing techniques Create own designs using brass sheet
2	Pendent making by using brass sheet
3	Necklace making by using brass sheet
4	Master model making
5	Patterns making by using different types of joints(T Joint, U joint.. for making watch chains, waist belts.)

13. COURSE ASSESSMENT AND EVALUATION CHART

Assessment Methods	Types of Assessment		Target	Assessment Methods	Max Marks	Types of Record	Course Outcomes for Assessment
DIRECT ASSESSMENT	CIE CONTINUOUS INTERNAL EVALUATION	IA Test	STUDENTS	Two skill tests (Average of Two skill tests will be Computed)	20	Blue Books	All Co's
		Assignment & Student activity		Portfolio	30	Portfolio and Activity Book	Specified CO by the Course Coordinator
				Activity	10		
				Total CIE Marks	60		
	SEE SEMESTER END EXAMINATION	Semester End Exam		End of the Course	40	Answer Scripts	All Co's
				Total	100		
INDIRECT ASSESSMENT	Student Feedback		STUDENTS	Middle of the Course	Feed Back Forms		
	End of Course Survey			End of the Course			

14. COURSE ASSESSMENT SUMMARY

Sl. No	Assessment	Time frame in Semester	Duration	Max marks	Conversion
1.	Portfolio	Entire Duration		30	30
2	Skill Test-1 (Skill test 1-Unit 1&2)	At the end of 8 th week	3 Hrs	20	Average of two skill tests 20
3	Skill Test-2 (Skill test 2 -Unit,3,4)	At the end of 15 th week	3 Hrs	20	
4	Student Activity	At the beginning of 16 th week		10	10
5	Total Continuous Internal Evaluation(CIE)Assessment				60
6	Semester End Examination (SEE) Assessment conducted for 100 marks, finally reduced to 40 marks weightage		4 Hrs	100	40
	TOTAL				100

Note:

1. SEE (Semester End Examination) is conducted for 100 Marks Practical courses for a time duration of 4 Hours.
2. Two CIE (written test), each of 20 marks for a time duration of 3 Hours shall be conducted. Also, one student activity or assignment of 10 marks shall be conducted.
3. 30 marks awarded for portfolio.
4. Assessment of assignment and student activity is evaluated through appropriate rubrics by the respective course coordinator.

15. RUBRICS FOR ACTIVITY

Dimension	Scale					Student Score For 10 marks
	Unsatisfactory	Developing	Satisfactory	Good	Exemplary	
	2	4	6	8	10	
1. Organization	Has not included relevant info	Has included few relevant info	Has included some relevant info	Has included many relevant info	Has include all relevant info needed	10
2. Fulfil Team's Roles & Duties	Does not perform any duties assigned	Performs very little duties	Performs partial duties	Performs nearly all duties	Performs all duties of assigned team roles	6
3. Conclusion	Poor	Less Effective	Partially Effective	Summarizes but not exact	Most effective	8
4. Conventions	Frequent Error	More Error	Some Error	Occasional Error	No Error	4
Total Score						28
Total Marks						7

16. REQUIREMENTS:

Sl. No.	Specification
1.	Work bench
2.	General Goldsmithing tools, equipments and consumables
3.	Table lamp

Second Semester Examination, Model Question Paper – 2021

GOLDSMITHING ADVANCE

Duration: 4 Hours]

Subject Code: 4424

[Max. Marks: 100

Instruction: Answer all the questions considering the internal choice in each question.

Qn. No.	Question	CL	COs	POs	Marks
1	Sketch the given model by using marking tools and produce the same by using filling and sawing process with specified dimension with a given metal	R / U/A	1	1, 3, 7	40
2	Produce the given sketch by sawing exercise	R / U/A	2	1,2,7	20
3	Prepare master model of given sketch	R / U/A	3	1, 3,5,7	20
4	Finish the prepared model by using finishing techniques	R / U/A	4	1,2,4,7	20
Total Marks					100

Questions are not framed from Unit 1 in the final SEE. Short questions can only be asked from that unit.

RUBRICS FOR SKILL TEST EVALUATION (CIE & SEE)

Sl. No.	Parameter to be observed	Marks Allotted
1	Model Making	40
2	Sawing exercise	20
3	Master model	20
4	Finishing	20
Total		100

GOVERNMENT OF KARNATAKA

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

Course Code	21EG11P	Semester	II
Course Name	Communication Skills in English	Course Group	Core
No. of Credits	4	Type of Course	Lecture + Practice
Course Category	AR/CS/EC/JD	Total Contact Hours	6 Hrs. / Week
			96 Hrs. / Semester
Prerequisites	English Knowledge	Teaching Scheme	[L : T : P] = 0: 2 : 4
CIE Marks	60	SEE Marks	40

Preamble

Today, Communication is a very important skill for the success of every millennial student. Millennials affinity to use digital media for communication, changing career and working landscapes, and greater competition in colleges and workplaces makes enhancing student communication skills beyond language a must. Rote learning a few tips or tricks the night before an interview or performance review won't do the job if students are trying to make an impression in highly collaborative workplaces of the future. Expectations from students aspiring to be part of such future workplaces are that they have not just good verbal and non-verbal communication skills but also a good understanding of how to use modern tools for effective communication.

1. COURSE SKILL SET

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

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

2. COURSE OUTCOMES

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

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

3. COURSE CONTENT OUTLINE WITH TEACHING HOURS AND MARK

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

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

4. DETAILS OF COURSE CONTENT

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

UNIT NO.	UNIT SKILL SET	TOPICS / SUBTOPICS	HOURS L-T-P
UNIT-1. Parts of Speech	Understand of Functional Grammar Concepts	2.1 Definitions- Meanings of Parts of speech 2.2 Parts of speech Sentence structure 2.3 Examples of right sentences 2.4 Reading Comprehension 2.5 Reading a paragraph in Braille/ text 2.6 Time Concept Activities 2.7 Reading Fluency Activities 2.8 Comprehending the read message and understanding it, reproduce with the write up - Exercises/ Activities	0-15-09

UNIT – 2 Non-Verbal Communication	Understand the strategies for effective body language	<p>2.1 Body language tips:</p> <ul style="list-style-type: none"> • Keep appropriate distance • Take care of your appearance • Maintain eye contact <p>2.2 Do's in Non-Verbal Communication</p> <ul style="list-style-type: none"> • Smile • stand up confident and straight • use appropriate hand gestures • Make eye contact with audience • Hold neat note cards while presenting content <p>2.3 Don'ts in Non-Verbal Communication</p> <ul style="list-style-type: none"> • point at anyone • rock backwards and forwards • pace across front of room • read off slides read off notes • Techniques of categorizing sentences, understanding how to build with punctuation and effectively use in the verbal and non-verbal communication. This involves more of hands-on activities. <p>2.4 Ten Different types of Non-Verbal Communication</p> <ol style="list-style-type: none"> a) Facial Expressions b) Gestures c) Paralinguistic's D) PROXIMIC" (PROXIMITY/PERSONAL SPACE) e) EYE CONTACT/EYE GAZE f) HAPTIC (PHYSICAL TOUCH) 	0-14-10
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<p style="text-align: center;">UNIT- 3 Communication skills</p>	<p>Understand and apply knowledge on Communication and demonstration skills</p>	<p style="text-align: center;">3.1 Language Functions</p> <p>3.2 General Knowledge Questions – Factual propositions, Argumentative issue</p> <p>3.3 The nature of group Discussion – Opinion forming, storming, Norms and Performing- Leadership Roles</p> <p>3.4 Dialogue presentation.</p> <p>3.5 Role Play – Sales man, Guide, Narration, News and Views – Jobs, Business and everyday activities – Programme and plans -Giving message.</p> <p>3.6 Starting Conversation with a stranger – Making Request-Expression Gratitude</p> <ul style="list-style-type: none"> – Complimenting and congratulating – Apologizing and Responding to an Apology – Expressing Sympathy – Seeking Permission – Introducing – Leave taking – Request for Repetition – Asking for Information – Offering to help – Agreeing and Disagreeing <p>3.7 Webinar / Web Presentation (zoom, Google meet, Skype)</p>	<p style="text-align: center;">0-14-10</p>
<p style="text-align: center;">UNIT- 4 Writing Skills</p>	<p>Understand and apply knowledge on writing skills</p>	<p>4.1 Present content in the PPT format efficiently.</p> <p>4.2 Job Interviews Preparation- To understand and Practice Questions and effective replies at a job interview.</p> <p>4.3 Preparing CV in a latest Format.</p> <p>4.4 Personal Details – Interview Manners -HR questions.</p> <p>4.5 Passage comprehension Conversation comprehension;</p> <p>4.6 Reports using MS Word</p> <p>4.7 Different types of emails: Job application, request letter, letter writing and quick notes</p>	<p style="text-align: center;">0-13-11</p>

Course Class Activity List (Unit-wise)

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

Unit No.	Unit Title	Unit Activities
UNIT 1:	Parts of speech	Parts of Speech: building sentence using parts of speech: Demonstration by teacher: (Will be explained in the book as an example) Jumbled parts of speech: Student should pick the right order to build meaningful sentence: (More samples will be provided in the workbook) <ul style="list-style-type: none"> • College goes to you every day. • Makes spider web a Gender, Singular and Plurals: Match the following activity for singular and plural <ul style="list-style-type: none"> • Fill in the blanks activity for genders Reading & Comprehension: Conversation <ul style="list-style-type: none"> • Conversation at the bank (provided in the workbook along with few more conversation samples) • Questions based on this conversation will be provided in the workbook
Unit 2:	Non-verbal communication	Body language Instructions and set up: 1.Series of instructions to the group that are to be copied/reproduced. Start slowly and increase the pace 2.State the following actions as YOU do them: 3.Put your hand to your nose 4.Clap your hands 5.Stand up

		<p>6.Turn around 7.Touch your shoulder 8.Sit down 9.Stamp your foot 10.Cross your arms 11.Put your hand to your forehead – BUT WHILE SAYING THIS PUT YOUR HAND TO YOUR NOSE 12.Observe the number of group members who copy what you did rather than what you said. Outcome of this activity: Discuss how body language can reinforce/influence verbal communication and drive the importance of body language and how to work on it</p>
UNIT 3:	Communication skills	<ul style="list-style-type: none"> • Reading passage (Provided in workbook) • Reading passage from the text book • Comprehension: Passage & Conversation (will be provided in workbook) <p>Chunking words and reading activities</p> <ul style="list-style-type: none"> • Presentation: <ul style="list-style-type: none"> ○ About learning in the communication class ○ Concept presentation <p>Hosting online meeting using online meeting tools Inviting people</p>
Unit 4:	Writing Skills	<ul style="list-style-type: none"> • Email writing activities: Writing emails using email provider. Theme based email writing • Report writing assignment <p>Additional essential writing skills – Framework will be provided and assignments will be advised:</p> <ul style="list-style-type: none"> • Resume writing /Curriculum Vitae • Report Writing • Portfolio writing <p>Formal letters Writing about a machinery tool/interior designing plan?</p>

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

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

7. LEVELS OF CO AND PO MAPPING

Course	CO's	Programme Outcomes							Programme Specific Objectives		
		Sl.No	1	2	3	4	5	6	7	1	2
Communication skills in English	CO1	3	-	-	-	-	2	3	2	3	-
	CO2	3	-	-	-	-	2	3	2	3	-
	CO3	3	-	-	-	-	2	3	2	3	-
	CO4	3	-	-	-	-	2	3	2	3	-

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

8. INSTRUCTIONAL STRATEGY

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

Understanding of Concept (Theory):

Through definitions, discussions, explanation, conclusions.

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

- Helping in expression of gesture
- Building confidence

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

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

- To help in workplace conversions.
- To increase active listening, pronunciation
- To help invoice modulation Group discussion Reinforce active listening
 - Enable group debate to imbibe healthy communication strategies
 - Sharpen the skills of "Asking clarifying questions"

- Sharpen Feedback/Response skills Time management skills Group presentations/peer reviews
- Enable team work
- Assess concept understanding
- Sharpen both oral and written communication skills Group activities:
- Foster critical thinking
- Enable reflective learning Tool's usage:
- Understand the difference between a Dictionary and a Thesaurus
- Understand "When" and "How" to use these tools for communication.

8. SUGGESTED LEARNING RESOURCES:

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

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

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

9. COURSE ASSESSMENT AND EVALUATION CHART

Sl.No	Assessment	Schedule	Duration	Max. Test marks
1	SkillTest1	Attheendof 5 th weekofthesem	2 Hrs	20
2	SkillTest2	Attheendof 9 th weekofthesem	2 Hrs	20
3	SkillTest3	Attheendof15 th weekofthesem	2 Hrs	20
Total				60

Scheme of Valuation for CIE

Serial no	Assessm ent	Marks
1	Portfolio Evaluation of activities / exercises conducted up to the schedule of Skill Test. (Work Book Based)	10
2	Assessment of any one through qualitative assessment (Rubrics)	10
TOTAL		20

**RUBRICS FOR ASSESSMENT OF ACTIVITY (10marks)
(Qualitative Assessment)**

Dimension	Beginner	Intermediate	Good	Advanced	Expert	Student Score
	2	4	6	8	10	
	Descriptor	Descriptor	Descriptor	Descriptor	Descriptor	
	Descriptor	Descriptor	Descriptor	Descriptor	Descriptor	
	Descriptor	Descriptor	Descriptor	Descriptor	Descriptor	

	Descriptor	Descriptor	Descriptor	Descriptor	Descriptor	
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Note:

1. SEE (Semester End Examination) is conducted for 80 Marks Practical courses for a time duration of 3 Hours.

2. Two CIE (written test),(Theory Test) each of 20 marks for a time duration of 60 minutes shall be conducted. Two CIE (written test),(Practical Test) each of 20 marks for a time duration of 60 minutes shall be conducted Also, Three CIE (MCQ or Quiz/ /student activity or assignment) each of 20 marks for the time duration of 60 minutes shall be conducted. Any fraction at any stage during evaluation will be rounded off to the next higher digit

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

10. DETAILED COURSE CONTENTS

UNIT NO. AND NAME	DETAILED COURSE CONTENT	CO	PO	CONTACT HRS.	TOTAL
1. Parts of speech	1.1Definitions- Meanings of Parts of speech	1	1,7	4	24
	1.2Parts of speech Sentence structure	1	1,7	4	
	1.3Examples of right sentences	1	1,7	4	
	1.4Reading Comprehension	1	1,7	3	
	1.5Reading a paragraph in braille/ text	1	1,7	2	
	1.6Time Concept Activities	1	1,7	2	
	1.7Reading Fluency Activities	1	1,7	2	
	1.8Comprehending the read message and understanding it, reproduce with the write up Exercises/ Activities	1	1,7	3	
3. Non-verbal communication	2.1 Body language tips:	2	1,6,7	4	24
	• Keep appropriate distance	2	1,6,7	4	
	• Take care of your appearance	2	1,6,7	4	
	• Maintain eye contact	2	1,6,7	4	
	2.2Do's in Non-Verbal Communication	2	1,6,7	4	
	• smile				
	• stand up confident and straight				
	• use appropriate hand gestures				
	• Don'ts in Non-Verbal Communication				
	2.3 Don'ts in Non-Verbal Communication				
• point at anyone					
• rock backwards and forwards					

	<ul style="list-style-type: none"> pace across front of room 				
	<ul style="list-style-type: none"> read off slides read off notes 				
	<ul style="list-style-type: none"> Techniques of categorizing sentences, understanding how to build with punctuation and effectively use in the verbal and non-verbal communication. This involves more of hands-on activities. 				
	2.4 Ten Different types of Non-Verbal Communication				
	<ul style="list-style-type: none"> Facial Expressions 				
	<ul style="list-style-type: none"> Gestures 				
	<ul style="list-style-type: none"> Paralinguistics 				
	<ul style="list-style-type: none"> Proxemic” (proximity/personal space) 				
	<ul style="list-style-type: none"> Eye contact/eye gaze 				
<ul style="list-style-type: none"> Haptic (physical touch) 					
3. Communication Skills	3.1 Language Functions	3	1,6,7	4	24
	3.2 General Knowledge Questions – Factual propositions, Argumentative issue	3	1,6,7	4	
	3.3 The nature of group Discussion – Opinion forming, storming, Norms and Performing- Leadership Roles	3	1,6,7	3	
	3.4 Dialogue presentation.	3	1,6,7	3	
	3.5 Role Play – Sales man, Guide, Narration, News and Views – Jobs, Business and everyday activities – Programme and plans -Giving message.	3	1,6,7	3	
	3.6 Starting Conversation with a stranger – Making Request-Expression Gratitude	3	1,6,7	4	
	– Complimenting and congratulating – Apologizing and Responding to an Apology – Expressing Sympathy – Seeking Permission				
	– Introducing – Leave taking – Request for Repetition – Asking for Information – Offering to help – Agreeing and Disagreeing				
	3,7 Webinar / Web Presentation (zoom, Google meet, Skype)				
4. Presentation Skills	4.1 Present content in the PPT format efficiently.	4	1,6,7	6	24
	4.2 Job Interviews Preparation- To understand and Practice Questions and effective replies at a job interview.	4	1,6,7	4	
	4.3 Preparing CV in a latest Format.	4	1,6,7	2	
	4. 4Personal Details – Interview Manners -HR questions	4	1,6,7	2	
	4. Reports using MS Word	4	1,6,7	2	
	4.6Apologizing and Responding to an Apology	4	1,6,7	2	

4. Different types of emails: Job application, request letter, letter writing and quick notes	4	1,6,7	2	
4.8Introducing – Leave taking – Request for Repetition–	4	1,6,7	2	
4.9Asking for Information – Offering to help – Agreeing and Disagreeing	4	1,6,7	2	
Total				96

First Semester Examination, Model Question Paper – 2021**Communication Skills in English Lab****Duration: 3 Hours]****Course Code: 6424****[Max. Marks: 100**

Instruction: Answer all the questions considering the internal choice in each section.

Each section carries 20 marks.

SECTION – 1 [20 Marks]**[Questions from Unit 1 – which covers CO-1 and POs 1]**

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

SECTION – 2 [20 Marks]**[Questions from Unit 2 - Forms of Business Organization which covers CO-2 and POs 1&2]**

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

SECTION – 3 [20 Marks]**[Questions from Unit 3 - Business Services which covers CO-3 and POs 1]**

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

SECTION – 4 [20 Marks]**[Questions from Unit 4 - Emerging Modes of Business which covers CO-4 and POs 1,5&7]**

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

SECTION – 5 [20 Marks]**[Questions from Unit 5 -Social Responsibility of Business and Business Ethics which covers CO-5 and POs 1,5&7]**

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

GOVERNMENT OF KARNATAKA

DEPARTMENT OF COLLEGIATE AND TECHNICAL EDUCATION

JSS POLYTECHNIC FOR THE DIFFERENTLY ABLED, MYSURU

೨೦೨೧-೨೦೨೨ ಸರ್ಕಾರಿ ತಂತ್ರಜ್ಞಾನ ವಿಭಾಗ, ಮೈಸೂರು - ೫೭೦೦೦೬

೨೦೨೧-೨೦೨೨ ಸರ್ಕಾರಿ ತಂತ್ರಜ್ಞಾನ ವಿಭಾಗ, ಮೈಸೂರು - ೫೭೦೦೦೬
 «ಸರ್ಕಾರಿ ತಂತ್ರಜ್ಞಾನ ವಿಭಾಗ, ಮೈಸೂರು - ೫೭೦೦೦೬»

«ಸರ್ಕಾರಿ ತಂತ್ರಜ್ಞಾನ ವಿಭಾಗ - ೧»

(ಸರ್ಕಾರಿ ತಂತ್ರಜ್ಞಾನ ವಿಭಾಗ, ಮೈಸೂರು - ೫೭೦೦೦೬)

Course Code	21KA21	Semester	II
Course Title	«ಸರ್ಕಾರಿ ತಂತ್ರಜ್ಞಾನ ವಿಭಾಗ - ೧»	Category :	Lecture
No. of Credits	2	Type of Course	Audit Course
Total Contact Hours	2 Hrs Per Week 32 Hrs Per semester	Teaching Scheme [L : T : P] 2:0:0	CIE Marks : 50 SEE Marks : Nil

«ಸರ್ಕಾರಿ ತಂತ್ರಜ್ಞಾನ ವಿಭಾಗ»

«ಸರ್ಕಾರಿ ತಂತ್ರಜ್ಞಾನ ವಿಭಾಗ - ೧» Course Code: 21KA21

«ಸರ್ಕಾರಿ ತಂತ್ರಜ್ಞಾನ ವಿಭಾಗ» «ಸರ್ಕಾರಿ ತಂತ್ರಜ್ಞಾನ ವಿಭಾಗ»

«ಸರ್ಕಾರಿ ತಂತ್ರಜ್ಞಾನ ವಿಭಾಗ»

(ಸರ್ಕಾರಿ ತಂತ್ರಜ್ಞಾನ ವಿಭಾಗ, ಮೈಸೂರು - ೫೭೦೦೦೬)

«ಸರ್ಕಾರಿ ತಂತ್ರಜ್ಞಾನ ವಿಭಾಗ»	«ಸರ್ಕಾರಿ ತಂತ್ರಜ್ಞಾನ ವಿಭಾಗ»
1. «ಸರ್ಕಾರಿ ತಂತ್ರಜ್ಞಾನ ವಿಭಾಗ» «ಸರ್ಕಾರಿ ತಂತ್ರಜ್ಞಾನ ವಿಭಾಗ»	02 UÀAmÉ
2. «ಸರ್ಕಾರಿ ತಂತ್ರಜ್ಞಾನ ವಿಭಾಗ» «ಸರ್ಕಾರಿ ತಂತ್ರಜ್ಞಾನ ವಿಭಾಗ»	02 UÀAmÉ
3. «ಸರ್ಕಾರಿ ತಂತ್ರಜ್ಞಾನ ವಿಭಾಗ» «ಸರ್ಕಾರಿ ತಂತ್ರಜ್ಞಾನ ವಿಭಾಗ» «ಸರ್ಕಾರಿ ತಂತ್ರಜ್ಞಾನ ವಿಭಾಗ» «ಸರ್ಕಾರಿ ತಂತ್ರಜ್ಞಾನ ವಿಭಾಗ» «ಸರ್ಕಾರಿ ತಂತ್ರಜ್ಞಾನ ವಿಭಾಗ» «ಸರ್ಕಾರಿ ತಂತ್ರಜ್ಞಾನ ವಿಭಾಗ» «ಸರ್ಕಾರಿ ತಂತ್ರಜ್ಞಾನ ವಿಭಾಗ» «ಸರ್ಕಾರಿ ತಂತ್ರಜ್ಞಾನ ವಿಭಾಗ»	04 UÀAmÉ

<p>4. ¥ÀÀ¥À / ZÀÀ¥ÀÆ AiÀÄÄUÀzÀ PÀÈÀßqÀ ,Á»vÀâ ðÄÄvÀÄÜ ¥ÀgÀÀ¥ÀgÉ DçPÀ« ¥ÀÀ¥À, gÀÈÀß, ¥ÉÆÈÀß, dÈÀß, MAzÀÈÉË ÉÁUÀðÀÄÄð ðÄÄvÀÄÜ ÉÁUÀZÀAzÀæ 10 ðÄÄvÀÄÜ 12 ÈÉË ±ÀvÀðÀiÁÈzÀ ,ÀÄÄPÀ°ÃÈÀ ¥ÀæðÄÄÄR PÀ«UÀ¼ÄÄ</p>	<p>04 UÀAmÉ</p>
<p>5. ÈÀqÄÄUÀÈÀßqÀ ,Á»vÀâ – ðZÀÈÀ ,Á»vÀâ / §,ÀðÀ AiÀÄÄUÀ ðZÀÈÀ ,Á»vÀâzÀ ``É¼ÀðÀtÁUÉUÉ PÁgÀtUÀ¼ÄÄ ðÄÄvÀÄÜ CzÀgÀ ðÄÄ°ÀvÀé ¥ÀæðÄÄÄR ðZÀÈÀPÁgÀgÀÄ, ðZÀÈÀ ,Á»vÀâzÀ°è ÈÉZÁjPÀvÉ ðÄÄvÀÄÜ PÁAiÄÄPÀ vÀvÀé</p>	<p>06 UÀAmÉ</p>
<p>6. PÄÄðÀiÁgÀðÀÄ, À AiÀÄÄUÀ ðÄÄvÀÄÜ ,Á»vÀâzÀ EvÀgÉ gÀÆ¥ÀUÀ¼ÄÄ gÀUÀ¼É - ðj°ÀgÀ µÀìç - PÄÄðÀiÁgÀðÀÄ, ®QëðÄ±À ðÄÄvÀÄÜ gÁWÀðÁAPÀ ,ÁAUÀvÀâ – gÀvÁßPÁgÀðÀtÄð</p>	<p>04 UÀAmÉ</p>
<p>7. zÁ,À ,Á»vÀâ / QÄvÀðÈÈUÀ¼ÄÄ ¥ÄÄgÀAzÀgÀzÁ,ÀgÀÄ, PÀÈÀPÀzÁ,ÀgÀÄ ðÄÄvÀÄÜ EvÀgÉ QÄvÀðÈÈPÁgÀgÀÄ</p>	<p>02 UÀAmÉ</p>
<p>8. EvÀgÉ ,Á»vÀâzÀ ¥ÀæPÁgÀUÀ¼ÄÄ wæ¥Àç - ,ÀðÄðdÖ eÁÈÀ¥ÀzÀ ,Á»vÀâ, vÀvÀé¥ÀzÀUÀ¼ÄÄ - ?±ÄÄÈÁ¼À ±Àj¥çÀgÀÄ</p>	<p>02 UÀAmÉ</p>
<p>9. ðÄÄ»¼Á ,Á»vÀâ : ðÉ¼ÀðÀÈÀPÀmÉÖ VjAiÄÄðÄÄä ðÄÄvÀÄÜ ,ÀAðÈÈÈÀßðÄÄä DzsÀÄðPÀ ¥ÀÆðÀð PÀÈÀßqÀ ,Á»vÀâ : PÉÀ¥ÀÄÈÁgÁAiÄÄt ðÄÄvÀÄÜ ðÄÄÄzÀÝt</p>	<p>04 UÀAmÉ</p>
<p>10. ðÀ¼ÀUÀÈÀßqÀ ðÄÄvÀÄÜ ÈÀqÄÄUÀÈÀßqÀ ,Á»vÀâ ZÀjvÉæAiÄÄ MAzÀÄ CðÀ`ÈÆÄPÀÈÀ</p>	<p>02 UÀAmÉ</p>
<p>MIÄÖ ``ÈÆÄzsÀÈÁ CðÀçü 32 UÀAmÉUÀ¼ÄÄ</p>	<p>32 UÀAmÉUÀ¼ÄÄ</p>

COURSE ASSESSMENT AND EVALUATION CHART –CIE ONLY

(COURSE ASSESSMENT AND EVALUATION CHART –CIE ONLY)

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

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

COs : Kannada (Saahithya Sinchana -1) :

CO – 1 : Understand the history of Kannada language.

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

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

Usage

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

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

CO-PO Mapping

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

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 2021-22ÉÉÄ,Á°ÉÀ°è céwÃAiÄÄ,É«Ä,ÀÖgi PÀÆÀßqÀ "ÁgÀzÀ /
 PÀÆÀßqÉÃvÀgÀ r¥ÉÆèÄªAiÁ «zÁâÿðUÀ½UÉ æUÀç¥Àr'zÀ ¥ÀoÀâPÀæªÄÄ
 §¼ÀPÉ PÀÆÀßqÀ -1

Programme: Jewellery Design and Technology

Course Code	21NK21	Semester	II
Course Title	§¼ÀPÉ PÀÆÀßqÀ -1	Category	Lecture
No. of Credits	2	Type of Course	Audit Course
Total Contact Hours	2 Hrs Per Week 32 Hrs Per semester	Teaching Scheme [L : T : P] 2:0:0	CIE Marks : 50 SEE Marks: Nil

céwÃAiÄÄ,É«Ä,ÀÖgi

PÀÆÀßqÀ "ÁgÀzÀ / PÀÆÀßqÉÃvÀgÀ r¥ÉÆèÄªAiÁ «zÁâÿðUÀ½UÉ
 æUÀçü¥Àr'zÀ ¥ÀoÀâ¥ÄÄ,ÀÛPÀ

§¼ÀPÉ PÀÆÀßqÀ -1 (PÁAiÄÄð¥ÄÄ,ÀÛPÀ) Course Code: 21NK21

Table of Contents (¥Àj«r)

PART - I	Teaching Hours
Introduction to the Book, Necessity of learning a local language, Tips to learn the language with easy methods. Easy learning of a Kannada Language : A few tips. Hints for correct and polite conversation. Instructions to teachers for Listening and Speaking Activities.	

PART – II	
Key to Transcription for Correct Pronunciation of Kannada Language, Instructions to Teachers to teach Kannada Language	
PART – III Lessons to teach Kannada Language -	
CO-1: baLake Kannada – Parichaya (Introduction)	
1.1 PÀÈÀßqÀ CPÀëgÀÀiÁ´É °ÁUÀÆ GZÁÑgÀuÉ Kannada Alphabets and Pronuciation 1.2 Kannada Stress letters – vattakshara (also often written as Ottakashara) 1.3 Kannada Khaghunitha (Pronounced as ka-gunitha) 1.4 Pronuciation (Uchcharane), Memorisation and usage of the Kannada Letters 1.5 (D) Vargeeya Vyanjanagala Uchcharane (Pronuciation of Structured Consonants) 1.6 (E) Avareeya Vyanjanagala Uchcharane Uchcharane (Pronuciation of Unstructured Consonants) 1.7 Exercise – 1 to 7	08

CO -2:	
2.1 Introduction 2.2 Ekaavachana mattu Bhahuvachana (Singular and Plural Nouns) - KPÀÀZÀÈÀ ÀÀvÀÄÜ §ÀÀÀZÀÈÀ 2.3 Linga (Gender) - °AUÀ 2.4 Pullinga (Masculine gender) - ¥ÀÄ°èAUÀ 2.5 Stree linga (Feminine gender) - 'ÛçÃ °AUÀ 2.6 Napumsakaa linga (Neuter gender) - £À¥ÀÄA,ÀPÀ °AUÀ 2.7 Samanya linga (Common gender) - ,ÁÀÀiÁ£Àå °AUÀ 2.8 Exercise 2.9 Prashnarthaka Padagalu (Interrogative words) - ¥Àæ±ÁßxÀðPÀ ¥ÀzÀUÀ¼ÄÄ 2.10 Viruddha Padagalu / Virodharthaka Padagalu (Antonyms) - «gÀÄzÀÝ/«gÉÆÄzÁxÀðPÀ¥ÀzÀUÀ¼ÄÄ. 2.11 Asamanjasa Uchcharane (Inappropriate Pronunciation) - C,ÀÀÄÄd,À GZÁÑgÀuÉ	04
CO – 3:	
3.1 Sankhya Vyavasthe (Numbers system) – ,ÀASÁå ÀÀåÀ,ÉÜ 3.2 Kannada moolaankagalu (Cardinal numbers), Stanasuchaka / Sankeyyegalu / Kramasuchaka sanekyyegalu (ordinal numbers) ,ÁÜ£À,ÀÆZÀPÀ ,ÀASÉåUÀ¼ÄÄ / PÀæåÄ ,ÀÆZÀPÀ ,ÀASÉåUÀ¼ÄÄ	08

<p>3.3 Reading Practice : 1 and Reading Practice: 2, Reading Practice: 3 (Exercises)</p> <p>3.4 Fractional weights and measurements</p> <p>3.5 Gunitha Chinnhegalu (Mathematical symbols) – UÀtÂvÀ a°ÉBUÀ¼ÄÄ</p> <p>3.6 Bhinnamshagalu (Fractions) - ©üÉÁBA±ÀUÀ¼ÄÄ</p> <p>3.7 List of Vegetables</p> <p>3.8 Tindiya Hesarugalu / Belagina upaharagala Hesarugalu – Menu (Names) of the breakfast items - wArAiÄÄ °É,ÀgÀÄUÀ¼ÄÄ</p> <p>3.9 Aaharakke sambandhisida padagalu / Aahara padarthagala Hesarugalu (Names connected with food) D°ÁgÀPÉÌ ,ÀAŞAcü'zÀ ¥ÀzÀUÀ¼ÄÄ</p> <p>3.10 Samaya / Kalakke Sambhandhisida padhagalu (Words Relating to Time) – ,À°ÄÄAiÄÄ / PÁ°PÉÌ ,ÀAŞAcü'zÀAvÀ°À ¥ÀzÀUÀ¼ÄÄ</p> <p>3.11 Dikkugalige sambhadisida padhagalu (Words Relating to Direcctions) – çQÌUÉ ,ÀAŞAcü'zÀAvÀ°À ¥ÀzÀUÀ¼ÄÄ</p> <p>3.12 Manavana Bhavanegalige sambhanddisida Padagalu (Words Relating to Human's feelings and Emotions) – °ÀiÁÉÄ°À °sÁ°ÀÉÉUÀ½UÉ ,ÀAŞAcü'zÀ ¥ÀzÀUÀ¼ÄÄ</p>	
CO – 4:	
<p>1.1 Manavana shareerada bagagalu / angagalu (Parts of the Human body) °ÀiÁÉÄ°À ±ÀjÄgÀzÀ °sÁUÀUÀ¼ÄÄ / CAUÀUÀ¼ÄÄ</p> <p>1.2 Manava sambhandhada / Sambhandhaakke sambhadisida padhagalu (Terms relating to Human Relationship) – °ÀiÁÉÄ°À ,ÀAŞAzsÀPÉÌ ,ÀAŞAcü'zÀ ¥ÀzÀUÀ¼ÄÄ</p> <p>1.3 Vaasada sstalakke sambhandisidanthaha padhagalu (Words Relating to Place of Living)– °Á,ÀzÀ ,ÀÜ¼ÀPÉÌ ,ÀAŞAcü'zÀ ¥ÀzÀUÀ¼ÄÄ</p> <p>1.4 Saamanya sambhashaneyalli Bhlasuvanthaha Padagala Patti (List of Words, used in the general conversation) – ,À°ÀiÁÉÄ°À ,ÀA°sÁµÀuÉAiÄÄ°è §¼À ,ÀÄ°ÀAvÀ°À ¥ÀzÀUÀ¼ÄÄ ¥ÀnÖ</p> <p>1.5 Bannagala Hesarugalu (Name of the Colours) – ŞtÚUÀ¼Ä°É,ÀgÀÄUÀ¼ÄÄ</p>	04
CO – 5:	
<p>Sambhashaneyalli Kannada Kannada in conversations</p> <p>5.1 Introduction</p> <p>5.2 naamapadagaLu (Nouns) – ÉÁ°ÄÄ¥ÀzÀUÀ¼ÄÄ</p> <p>5.3. SarvanaamapadagaLu (Pronouns) – ,À°ÀðÉÁ°ÄÄ¥ÀzÀUÀ¼ÄÄ</p> <p>5.4. Kannada naamavisheshanagaLu (Kannada Adjectives and its</p>	04

usage) – ಪಾಠ್ಯಕ್ರಮದ ಉಪಯೋಗ 5.5 Kriya padagaLu (Kannada Verbs) - ಕ್ರಿಯಾಪದಗಳು 5.6. KriyavisheshanagaLu (Adverbs in Kannada) – ಪಾಠ್ಯಕ್ರಮದ ಕ್ರಿಯಾವಿಶೇಷಗಳು 5.7 Kannadadalli SamyogagaLu (Conjunctions in Kannada) ಪಾಠ್ಯಕ್ರಮದ ಸಮಯಗಳು 5.8 Upasarga (Prepositions in Kannada) – ಉಪಸರ್ಗಗಳು 5.9 Prashnarthaka padagalulu (Interrogative words) – ಪ್ರಶ್ನಾರ್ಥಕ ಪದಗಳು 5.10 vicharaneya / Vicharisuva / bedikeya vaakyagaLu (Enquiry/ Request sentences) – ವಿಚಾರಣಾ / ವಿಚಾರಿಸುವ / ಬೆದಿಹಾಕುವ ವಾಕ್ಯಗಳು	
CO – 6 : 6.1 Activities in Kannada (Kannadadalli chatuvatike -1 (Activity -1) 6.2 Sambhashane – Conversation - ಸಂಭಾಷಣೆ - 1 and 2 with Exersies 6.3 Chatuvatike – 2 (Activity -2 Shabdakisha – Vocabulary ಶಬ್ದಕಿಷಾ 6.4 Sambhashane - Conversation - ಸಂಭಾಷಣೆ -1,2 & 3 with Exersies Model Question Papers and Extra Actitie.– ಉದಾಹರಣೆ ಪ್ರಶ್ನೆಪತ್ರಗಳು ಮತ್ತು ಹೆಚ್ಚುವರಿ ಕಾರ್ಯಗಳು	04
Total Teaching Hours	32 Hours

ಪಾಠ್ಯಕ್ರಮದ ಮೂಲಕ -1 ನಲ್ಲಿ ಕಲಿಯಬೇಕಾದ ವಿಷಯಗಳು
ಪಾಠ್ಯಕ್ರಮದ ಮೂಲಕ -1 ನಲ್ಲಿ ಕಲಿಯಬೇಕಾದ ವಿಷಯಗಳು

(COURSE ASSESSMENT AND EVALUATION CHART –CIE ONLY)

Sl. No	Assessment	Duration	Max Marks	Conversion
1	CIE Assessment – 1 (Written Test – 1) At the end of 6th Week (Theory Test)	80 Minutes	30	Average of two written tests 30 Marks
2	CIE Assessment – 2 (Written Test – 2) At the end of 10th Week (Theory Test)	80 Minutes	30	
3	CIE Assessment – 3 (Skill Test-1) At the end of 15 th Week (Practical Test)	80 Minutes	30	Average of three Assessment
4	CIE Assessment – 4 (MCQ / Quiz) At the end of 8th Week	60 Minutes	20	
5	CIE Assessment – 5 (Open Book Test-3) At the end of 13th Week	60 Minutes	20	
6	CIE Assessment 6 (Student Activity / Assignment) At the beginning of 16th Week	60 Minutes	20	

Total Continuous Internal Evaluation (CIE) Assessment	50
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Cos : Kannada (baLake Kannada – 1)

CO – 1: Understand & usage of Kannada alphabets

CO – 2: Use of singular & plural nouns in Kannada language

CO – 3: Usage of numbers and day-to-day application of Kannada language

CO – 4: Know the human body parts & general conversation

CO – 5: Apply knowledge acquired in Kannada Language & related activities

CO-PO Mapping

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

**GOVERNMENT OF KARNATAKA
DEPARTMENT OF COLLEGIATE AND TECHNICAL EDUCATION
JSS POLYTECHNIC FOR THE DIFFERENTLY ABLED, MYSURU**

Programme: Jewellery Design and Technology

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

1. COURSE SKILL SET:

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

2. COURSE OUTCOMES:

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

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

3. COURSE CONTENTS:

Unit No & Name	Detailed Course Content	CO	PO	Contact Hrs
1. English Terminologies and Computer Terminologies	1.1 Know the signs for English Terminology	CO1	1,5,6,7	2
	1.2 Know the signs for Computer Terminology	CO1	1,5,6,7	2
	1.3 Practice session	CO1	1,5,6,7	1
	CIE Assessment 1			1
2. Banking Terminologies	2.1 Know the signs for Banking Terminology	CO2	1,5,6,7	2
	2.2 Practice Session	CO2	1,5,6,7	1
	CIE Assessment 2			1
3. Department Related Words	3.1 Learning Department related words of Computer Science	CO3	1,5,6,7	2
	3.2 Learning Department related words of Electronics & Communication Engineering	CO3	1,5,6,7	2
	3.3 Learning Department related words of Architecture	CO2	1,5,6,7	2
	3.4 Learn Department related words of Commercial Practice	CO3	1,5,6,7	2
	3.5 Learn Department related words of Jewellery Design & Technology	CO3	1,5,6,7	2
	3.6 Practice Session			3
	CIE Assessment 3			1
4. Measuring Units	4.1 Know the signs for Measuring Units	CO3	1,5,6,7	3
	4.2 Practice Session			
	CIE Assessment 4			1
5. Mathematical Terminologies	5.1 Know the signs for Mathematical Terminologies.	CO3	1,5,6,7	3
	5.2 Practice Session			
	CIE Assessment 5			1

4. REFERENCES:

(a) **Suggested Learning Resources:**

Books:

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

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

(b) Open source software and website address:

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

Teaching strategies:

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

5. MAPPING OF COURSE OUTCOMES WITH PROGRAMME OUTCOMES

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

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

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

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

Method is to relate the level of PO with the number of hours devoted to the CO's which maps the given PO.

If $\geq 50\%$ of classroom sessions related to the CO are addressing a particular PO, it is considered that PO is mapped at Level 3

If 30 to 50% of classroom sessions related to the CO are addressing a particular PO, it is considered that PO is mapped at

Level 2 If 5 to 30% of classroom sessions related to the CO are addressing a particular PO, it is considered that PO is mapped at Level 1

If $< 5\%$ of classroom sessions related to the CO are addressing a particular PO, it is considered that PO is considered not-mapped i.e.; Level 0

7. COURSE ASSESSMENT AND EVALUATION CHART

Sl. No	Assessment	Duration	Max marks	Conversion
1.	CIE Assessment 1 (Activity 1 - At the end of 3 rd week	60 minutes	10	Total of all the CIE Assessment
2.	CIE Assessment 2 (Activity -2) - At the end of 5 th week	60 minutes	10	
3.	CIE Assessment 3 (Activity -3) - At the end of 12 th week	60 minutes	10	
4	CIE Assessment 4 (MCQ/Quiz) - At the end of 14 th week	60 minutes	10	
5	CIE Assessment 5 (Activity/Assignment) - At the beginning of 16 th week	60 minutes	10	
7.	Total Continuous Internal Evaluation (CIE) Assessment			50
Total Marks				50

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

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

1. COURSE OBJECTIVES

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

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

2. COURSE OUTCOMES

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

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

3. COURSE CONTENT OUTLINE WITH TEACHING HOURS AND MARK

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

DETAILS OF COURSE CONTENTS

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

UNIT NO.	SKILLS	TOPICS / SUBTOPICS	HOURS
UNIT- 1. Problems and problem solving skills	Understand and apply problem solving skills. Learn self value and live a well-balanced life.	1.1 Analyzing a problem 1.2 Problem solving skills 1.3 Forgiving self and understanding self-worth. 1.4 Well-balanced living.	06
UNIT- 2. Working with groups	Understand and learn to work/adjust in a groups.	2.1 Nature of groups. 2.2 Group productivity. 2.3 Leadership. 2.4 Success. 2.5 Understanding Pros and Cons of working in groups.	06
UNIT- 3 Positive Psychology	Understand the importance of staying positive and have a good mental health.	3.1 Science of happiness 3.2 Mindfulness 3.3 Positive thinking 3.4 Optimism 3.5 Mental well-being	07
UNIT- 4 Attitude	Understand the importance of positive attitude and self esteem.	a. Attitude b. Factors Influencing our attitude c. Changing attitude- negative to positive. d. Building positive self-esteem and image. e. Forming positive habits and characters. f. Prejudice g. Overcoming loneliness h. Witnessing/ interacting with successful differently abled people.	07
UNIT- 5 Career Planning	Understand the importance of career planning and apply it in exploring suitable options.	5.1 Career planning 5.2 Features and importance of career planning. 5.3 Understanding job satisfaction. 5.4 Exploring career options suitable for their personality. 5.5 Goal setting and working towards it. 5.6 Time Management. 5.7 Decision Making	06

2. MAPPING OF CO WITH PO

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

3. LEVELS OF CO AND PO MAPPING

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

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

Method is to relate the level of PO with the number of hours devoted to the COs which address the given PO.

If >40% of classroom sessions addressing a particular PO, it is considered that PO is addressed at Level 3

If 25 to 40% of classroom sessions addressing a particular PO, it is considered that PO is addressed at Level 2

If 5 to 25% of classroom sessions addressing a particular PO, it is considered that PO is addressed at Level 1

If < 5% of classroom sessions addressing a particular PO, it is considered that PO is considered not-addressed.

4. COURSE ASSESSMENT AND EVALUATION CHART

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

5. INSTRUCTIONAL STRATEGY

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

6. DETAILED COURSE CONTENTS

UNIT NO. AND NAME	DETAILED COURSE CONTENT	CO	PO	CONT ACT HRS.	TOT AL
1. Problems and problem solving skills	Analyzing a problem	1	1,5,6,7	1	06
	Problem solving skills	1	1,5,6,7	1	
	Forgiving self and understanding self-worth	1	1,5,6,7	1	
	Well-balanced living.	1	1,5,6,7	1	
	Activity on problem solving.	1	1,5,6,7	1	
	CIE Assessment 1	1	1,5,6,7	1	
2. Working with groups	Nature of groups.	2	1,5,6,7	1	06
	Group productivity.	2	1,5,6,7	1	
	Leadership, Success.	2	1,5,6,7	1	
	Understanding Pros and Cons of working in groups	2	1,5,6,7	1	
	Activity on working in groups - 2 Tasks	2	1,5,6,7	1	
	CIE Assessment 2	2	1,5,6,7	1	
3. Positive Psychology	Science of happiness	3	1,5,6,7	1	07
	Mindfulness	3	1,5,6,7	1	
	Positive thinking	3	1,5,6,7	1	
	Optimism	3	1,5,6,7	1	
	Mental well-being	3	1,5,6,7	1	
	Activity on staying positive	3	1,5,6,7	1	
	CIE Assessment 3	3	1,5,6,7	1	
4. Attitude	Attitude, Factors Influencing our attitude	4	1,5,6,7	1	07
	Changing attitude- negative to positive.	4	1,5,6,7	1	

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

7. SUGGESTED LIST OF STUDENTS ACTIVITIES

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

8. SUGGESTED LEARNING REFERENCES

Sl.No	References
1	Introduction to Psychology by Morgan and king
2	Social Psychology by Shelley E. Taylor
3	Positive Psychology by Baumgardner Steve Crothers Marie
4	13 Things Mentally Strong People Don't Do by Amy Morin
5	The Righteous Life by A.P.J. Abdul Kalam
6	https://www.youtube.com/watch?v=ZnjJpa1LBOY
7	https://www.youtube.com/watch?v=_gJ5V525Sck

