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| Program Name | : Diploma in Dress Designing & Garment Manufacturing |
| Program Code | : DD |
| Semester | : Second |
| Course Title | : Career Skills |
| Course Code | : 24013 |

1. RATIONALE

Soft skills help to understand and manage issues at the work place. Being able to convey ideas, instructions and information clearly and effectively has a significant impact in all professions. The need of this ability is being increasingly felt in the Fashion Industry as well. In addition, the fast pace at which the world is moving, makes it imperative to manage time, health and stress. Thus making a healthy mind and a healthy body a pre-requisite at any work place

2. COMPETENCY

The aim of this course is to help the student to attain the following industry identified competency through various teaching learning experiences:

- **Achieve a holistic personality as a professional.**

3. COURSE OUTCOMES (COs)

The theory, practical experiences and relevant soft skills associated with this course are to be taught and implemented, so that the student demonstrates the following industry oriented COs associated with the above mentioned competency:

- Achieve a healthy mind and body.
- Manage time and stress effectively.
- Apply ethical values at the workplace.
- Develop well-groomed personality.

4. TEACHING AND EXAMINATION SCHEME

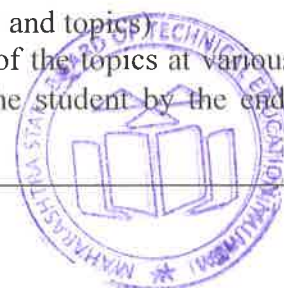
| Teaching Scheme | | | Credit (L+T+P) | Examination Scheme | | | | | | | | | | | |
|-----------------|----|---|----------------|--------------------|-----|-----|-----|-----|-------|-----------|-----|-----|-----|-----|-------|
| L | T | P | | Theory | | | | | | Practical | | | | | |
| | | | | Paper Hrs. | ESE | | PA | | Total | | ESE | | PA | | Total |
| | | | | Max | Min | Max | Min | Max | Min | Max | Min | Max | Min | Max | Min |
| -- | -- | 2 | 2 | -- | -- | -- | -- | -- | -- | 50@ | 20 | 50~ | 20 | 100 | 40 |

'#':No Practical Examination, (~): For the practical only courses, the PA has two components under practical marks i.e. the assessment of practicals (seen in section 6) has a weightage of 60% (i.e.30 marks) and micro-project assessment (seen in section 12) has a weightage of 40% (i.e.20 marks). This is designed to facilitate attainment of COs holistically, as there is no theory ESE.

Legends: L-Lecture; T – Tutorial/Teacher Guided Theory Practice; P - Practical; C – Credit, ESE - End Semester Examination; PA - Progressive Assessment, #: No theory paper.

5. COURSE MAP (with sample COs, Learning Outcomes i.e. LOs and topics)

This course map illustrates an overview of the flow and linkages of the topics at various levels of outcomes (details in subsequent sections) to be attained by the student by the end of the



course, in all domains of learning in terms of the industry/employer identified competency depicted at the centre of this map.

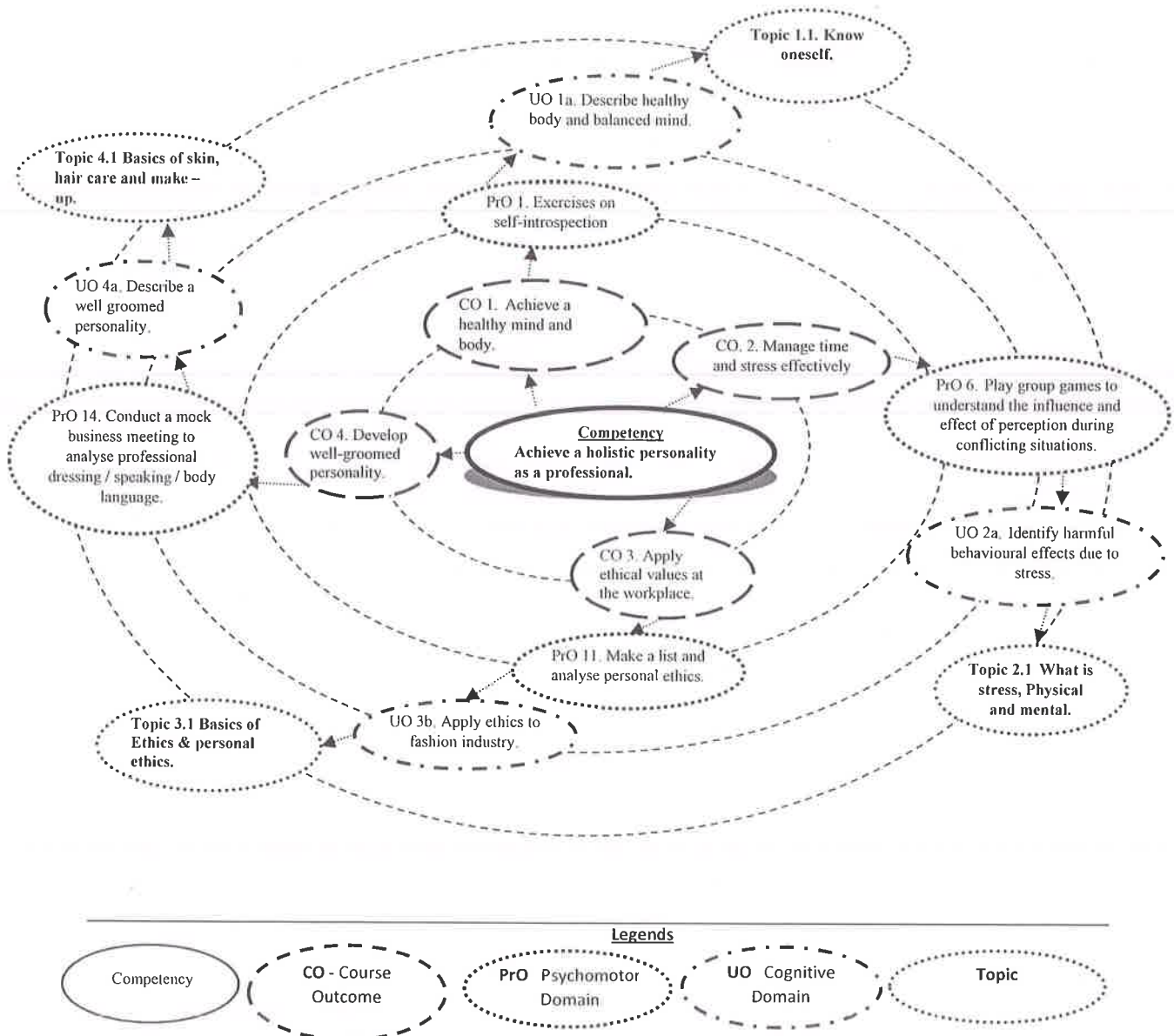
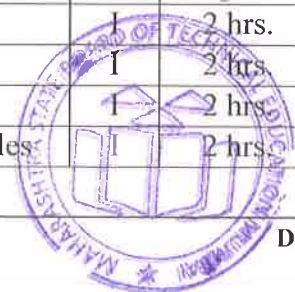


Figure 1 - Course Map

6. SUGGESTED PRACTICALS / EXERCISES

The practical/exercises/tutorials in this section are psychomotor domain LOs (i.e.sub-components of the COs) are to be developed and assessed in the student to lead to the attainment of the competency.

| S. No. | Practical Outcomes (PrOs) | Unit No. | Approx. Hrs. Required |
|--------|---|----------|-----------------------|
| 1. | Exercises on self-introspection | 1 | 2 hrs. |
| 2. | List and analyses seven layers of existence | 1 | 2 hrs. |
| 3. | Learn deep breathing exercises for relaxing the mind | 1 | 2 hrs. |
| 4. | Learn Yoga exercises for relaxing & strengthening the muscles | 1 | 2 hrs. |



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| 5. | Discussion on effects of fast foods & listing of energy giving food. | I | 2 hrs. |
| 6. | Play group games to understand the influence and effect of perception during conflicting situations. | II | 2 hrs. |
| 7. | List the Do's & Don'ts of dealing with authority, co-workers and sub-ordinates. | II & III | 2 hrs. |
| 8. | List and analyse how personal time is managed at present & prepare modified effective daily schedule to achieve more | II | 2 hrs. |
| 9. | Review discuss & note the effects of practising the above schedule. | II | 2 hrs. |
| 10. | Discuss & list self-rights & responsibilities. | III | 2 hrs. |
| 11. | Make a list and analyse personal ethics. | III | 2 hrs. |
| 12. | Make a list of Fashion ethics. Compare & analyse with practices in Fashion Industry. | III | 2 hrs. |
| 13. | Discuss situations to understand work ethics | II & III | 2 hrs. |
| 14. | Conduct a mock business meeting to analyse professional dressing / speaking / body language. | IV | 2 hrs. |
| 15. | Give a presentation on a given topic to analyse overall grooming & presentation skills. | IV | 2 hrs. |
| 16. | Give a presentation on a given topic to analyse overall grooming & presentation skills. | IV | 2 hrs. |
| Total | | | 32 |

Note

i. A suggestive list of PrOs is given in the above table. More such PrOs can be added to attain the COs and competency. A judicious mix of minimum 24 or more practical need to be performed, out of which, the practicals marked as '*' are compulsory, so that the student reaches the 'Application Level' of Bloom's Taxonomy' as generally required by the industry.

ii. The 'Process' and 'Product' related skills associated with each PrO are to be assessed according to a suggested sample given below:

| S. No. | Performance Indicators | Weightage in % |
|----------------|--|----------------|
| 1. | Participating in breathing & yoga exercises | 20 |
| 2. | Participating in Class activities Discussions/ skits/ games | 20 |
| 3. | Recording a journal | 20 |
| 4. | Overall timely submission during the Semester in all courses & overall attendance. | 20 |
| S. No. | Performance Indicators | Weightage in % |
| 5. | Presentation on given topic | 20 |
| Total : | | 100 |

The above PrOs also comprise of the following social skills/attitudes which are Affective Domain Outcomes (ADOs) that are best developed through the laboratory/field based experiences:

- a. Follow safety practices.
- b. Practice good housekeeping.



- c. Demonstrate working as a leader/a team member.
- d. Maintain tools and equipments.
- e. Follow ethical Practices.

The ADOs are not specific to any one PrO, but are embedded in many PrOs. Hence, the acquisition of the ADOs takes place gradually in the student when s/he undertakes a series of practical experiences over a period of time. Moreover, the level of achievement of the ADOs according to Krathwohl's 'Affective Domain Taxonomy' should gradually increase as planned below:

- 'Valuing Level' in 1st year
- 'Organizing Level' in 2nd year
- 'Characterizing Level' in 3rd year.

7. MAJOR EQUIPMENT/ INSTRUMENTS REQUIRED

The major equipment with broad specification mentioned here will usher in uniformity in conduct of experiments, as well as aid to procure equipment by authorities concerned.

| S. No. | Equipment/Instruments/Other resources name with Broad Specifications | PrO. No. |
|--------|--|----------------------|
| 1. | LCD Projector | All |
| 2. | Smart board with networking | All |
| 3. | Internet | All |
| 4. | Printer | Wherever applicable. |

8. UNDERPINNING THEORY COMPONENTS

The following topics/subtopics should be taught and assessed in order to develop LOs in cognitive domain for achieving the COs to attain the identified competency.

| Unit | Unit Outcomes (UOs) (in cognitive domain) | Topics and Sub-topics |
|--|---|--|
| Unit – I The individual Mind & Health | 1a. Describe a healthy body and balanced mind. 1b. Recommend a balanced diet. 1c. Identify kinds of addiction and how to get out of it. | 1.1 Know oneself. 1.2 Physical and Mental Health with yoga exercise. 1.3 Dietary guidelines. 1.4 Addictions. |
| Unit – II Stress & Time Management | 2a. Identify harmful behavioural effects due to stress. 2b. Identify Fight / Flight Reaction. 2c. Identify factors that cause stress. 2d. Evaluate strategies to cope with stress. 2e. Describe effective work plan to achieve goals. | 2.1 What is stress, Physical and mental. 2.2 How stress affects us. 2.3 Underlying causes of Stress. Work overload, Conflicting priorities, Inconsistent values, Over challenging deadlines, Conflict with co-workers, Unpleasant environments. 2.4 Strategies to Cope with Stress. 2.5 Effective time management. |
| Unit – III Professional Ethics | 3a. Apply Standard of right and wrong, self- responsibility and accountability 3b. Apply ethics to fashion | 3.1 Basics of Ethics & personal ethics. 3.2 Ethics in fashion industry. 3.3 Work Ethics. 3.4 Conflict Resolution. |



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| | industry. 3c. Respect for others and authority, empathy, caring, sharing, honesty, courage and commitment. 3d. Deal with authority, co-workers and subordinates, effective communication skills. 3e. Apply professional accountability and responsibility to work environment. | 3.5 Professional Responsibility. |
| Unit – IV Personality Grooming | 4a. Describe a well groomed personality. 4b. Explain importance of sleep and right attitude. | 4.1 Basics of skin, hair care and make – up 4.2 Importance of sleep & right attitude towards self. |

Note: To attain the COs and competency, above listed UOs need to be undertaken to achieve the 'Application Level' and above of Bloom's 'Cognitive Domain Taxonomy'

9. SUGGESTED SPECIFICATION TABLE FOR QUESTION PAPER DESIGN

- Not applicable –

10. SUGGESTED STUDENT ACTIVITIES

Other than the classroom and laboratory learning, following are the suggested student - related co – curricular activities which can be undertaken to accelerate the attainment of the various outcomes in this course:

- Practice breathing exercises and record the benefits experienced
- Maintain a diary to note how you reacted/responded to a conflict
- Attend any one workshop outside the college for knowing self & positive perspective.

11. SUGGESTED SPECIAL INSTRUCTIONAL STRATEGIES

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

- Massive open online courses (MOOCs) may be used to teach various topics/ sub topics.
- Organise a workshop for students for better understanding of the given topics.
- About 15 – 20 % of the topics/sub- topics which is relatively simpler or descriptive in nature is to be given to the students for self-directed learning and assess the development of the Cos through classroom presentations (see implementation guideline for details).
- Guide students in undertaking micro-projects.

12. SUGGESTED MICRO PROJECTS

- Conduct a survey ethical practices in the industry.
- Record 32 hours of social service work done with an NGO/ Orphanage/Old age home.



13. SUGGESTED LEARNING RESOURCES:

| Sr. No. | Title of Book | Author | Publication & ISBN No |
|---------|--|---------------------------------|---|
| 1 | Fashion Therapy – A Revolutionary Program For Looking Your Best By Loving And Accepting Yourself | Chase, Tony | California, C And T Publishers, 1990 ISBN-0962862908 |
| 2 | Time Management : Set Priorities To Get The Right Things Done | Hoover, John | New York, Harper Collins Publishers, 2007 ISBN-9780061145636 |
| 3 | We Shall Overcome : A Textbook On Life Coping Skills | Dr. Alphonse Xavier, S.J. - Ed. | Bangalore, Skip Publication, 2004 |

13. SUGGESTED SOFTWARE / LEARNING WEBSITES

- <https://www.habitsforwellbeing.com/importance-knowing/>
- <https://www.helpguide.org/articles/stress/stress-management.htm/>
- <https://www.uniassignment.com/essay-samples/information-technology/definitions-and-concepts-of-professional-ethics-information-technology-essay.php>
- <https://www.topuniversities.com/blog/7-time-management-tips-students>
- <https://www.healthline.com/nutrition/10-reasons-why-good-sleep-is-important#section7>
- https://www.youtube.com/watch?v=_lwG2UUS5IE
- <https://www.youtube.com/watch?v=nxB5oFlhib8>

