SNDT Women's University, Mumbai

Faculty of Interdisciplinary Studies

FIS-5 A. **B.Design (Jewellery Design),**
FIS-5 B. **B.Design (Textile Design),**
FIS-5 C. **B.Design (Life Accessory Design),**
FIS-5 D. **B.Design (Interdisciplinary – Fashion)**
FIS-5 E. **B.A. (Fashion Design) and**
FIS-5 F. **M. Design (Interdisciplinary - Fashion Design)**

As per NEP 2020

Semester – III & IV

Syllabus

(w.e.f. Academic Year 2025-26)

Course Structures (Sem I to IV) and Syllabi of Sem III and IV of the UG programmes

FIS-5 G. B.Design (Fashion Design),
FIS-5 H. B.Design (Fashion Communication),
FIS-5 I. B.Design (Jewellery Design),
FIS-5 J. B.Design (Textile Design),
FIS-5 K. B.Design (Life Accessory Design),
FIS-5 L. B.Design (Interdisciplinary – Fashion)
FIS-5 M. B.A. (Fashion Design) and
FIS-5 N. M. Design (Interdisciplinary - Fashion Design)

FIS 5 – C

B.Design (Jewellery Design)

Course Structure

B. Design- Jewellery Design

Programme Degree	B. Design
Parenthesis if any (Specialization)	Jewelry Design
Introduction to the programme	The Jewelry Design specialization course is meticulously crafted to provide students with comprehensive knowledge and practical skills in design, merchandising, production, and technology relevant to the jewelry industry on both national and international levels. Students will be well-equipped with the knowledge, skills, and experience necessary to thrive in the jewelry design industry. They will be prepared to contribute effectively as designers, artisans, and entrepreneurs, capable of creating innovative and market-responsive jewelry that meets the highest standards of quality and craftsmanship.
Programme Specific Outcomes (PSOs) Action Verbs demonstrating (Major) discipline-related knowledge acquisition, mastery over cognitive and professional, vocational skills are to be used e.g. demonstrate sound understanding of.., analyse,	After completing this programme, Learner will be able to develop abilities such as 1. Establish the capacity to generate original and innovative jewelry design concepts influenced by art, culture, history, and current trends. 2. Demonstrate the skills in jewelry design techniques, including metalworking, stone setting, and contemporary fabrication methods. 3. Demonstrate proficiency in the stage-wise design process, including research, concept development, sketching, prototyping, and creating cohesive jewelry collections.

compare, create, design, etc… (minimum 5)	4. Demonstrate the proficiency in designing jewelry both manually and digitally, using CAD software and other industry-standard tools. 5. Analyze various materials used in jewelry making, their properties, and their applications. 6. Analyze and demonstrate the requirements for high-quality finishing and craftsmanship in their jewelry creations. 7. Establish entrepreneurship skills and will be prepared to meet industry challenges with effective business strategies, marketing skills, and professional soft skills. 8. Demonstrate ethical and responsible practices in their jewelry designs, ensuring sustainability, fair trade, and social responsibility.
Eligibility Criteria for Programme	**1. Eligibility criteria for admitting students in First/Second/Third year in different Specializations of B. Design Program.** Eligibility criteria for admitting students in first/second/third year in different Specializations of B. Design Program. **1.1 B. Design- I Year** **i**. XIIth Pass in any Stream – Arts/Commerce/Science/Home-Science/Minimum Competency Vocational Course (MCVC)including National Institute of Open Schooling (NIOS). **ii.** Maharashtra State Board of Technical Education (MSBTE)/ State Govt. Technical Education full-time diploma of minimum three years after Std Xth (any stream) **iii.** For NRI & Foreign students with equivalence from the Association of Indian Universities (AIU), New Delhi Criteria for selecting students for the 1st year (entry-level) college shall conduct aptitude tests based on general knowledge, language and creative testing through studio test. Based on test performance, students may be considered for provisional admission. The provisional admitted students shall pass the 12th standard exam or equivalent as prescribed by the university with a minimum of 45%. Those colleges with fewer applications for seats may be filled up subject to availability; however, the concerned college will conduct the aptitude test. The benefits shall be parted for reservation criteria as per the Government of Maharashtra and SNDT University Mumbai. If the applicants are less for a particular college, the seats may be filled up subject to availability & interviews may be conducted. THE CET IS NOT COMPULSORY. THE COLLEGE MAY CONDUCT THE SAME AT COLLEGE LEVEL. IN THE CASE OF THE COLLEGES NOT FOLLOWING CET CRITERIA THE SELECTION OF THE CANDIDATES SHALL BE GIVEN ON THE BASIS OF PREFERENCE FOR THE ACADEMIC PERFORMANCE. (Minimum Eligibility 45%). **1.2 B. Design- II Year** **I.** Three-year Diploma, Dressmaking and Garment Manufacturing or Equivalent recognized by All India Council for Technical Education/ State Boards (AICTE) with Bridge course of 8 credits **II.** Five-year Diploma in Fine Arts recognized by the State Technical Board with a Bridge course of 8 credits.

	III. Successful completion of 1st year Degree from National Institute of Fashion Technology (NIFT)/ NID National Institute of Design **IV.** Successful completion of 1st year Degree of any B Design Specializations of the university Or Equivalent Course offered by Indian Universities / Foreign university with equivalence from AIU. **1.3 BRIDGE COURSE** If the **BRIDGE COURSE** is suggested, details of the same. The following bridge courses are suggested. •History of Art and Design - 4 Credits Theory 2 Practical 2credits •Material Studies – 2 Credits Practical. •Fundamentals of design – 2 Credits Practical. The candidate must complete the prescribed bridge course within 60 days from the date of admission. Admission to such candidates will be given up to 30 days from the commencement of the Semester. **1.4 B. Design- III &IV Year** Eligibility for admission to the third and fourth year of B. Design will be according to the passing criteria and rules for ATKT as prescribed by University (Controller of Examinations DOE) **1.5 CET Procedure** For the Institutes who conduct Common Entrance Test The Entrance Examination will consist of General Ability Test + Studio Test / Group Discussions + Personal Interview. All candidates must give all three tests. • A relaxation of 5% is provided for candidates belonging to the reserved category Intake 1 division of 30 Intake (AICTE)
Intake	**1 division of 30 (AICTE)**

SN	Courses	Type of Course	Credits	Marks	Int	Ext
	Semester I					
10144511	Fundamentals of Design (Th & Pr)	Major (Core) 1	4	100	50	50
10144502	Drawing Skills (Pr)	Major (Core) 2A	2	50	50	0
10444511	Traditional Jewelry of India (Th & Pr)	OEC	4	100	50	50
10444522	Jewelry Making - Metal Wires (Pr)					
10444513	Jewelry Essentials (Th & Pr)					
10644501	Elements of Jewelry (Pr)	VSC on major 1	2	50	50	0
10744521	Professional Computer Skills (Pr)	SEC	2	50	0	50
10810111	English For Academic Writing-Paper I (Th) https://sndt.ac.in/pdf/academics/syllabus-as-per-nep/aec-syllabus/ug-degree/ability-enhancement-course.pdf	AEC	2	50	0	50
11051111	Inception of Indian Knowledge System (Th) https://sndt.ac.in/pdf/academics/syllabus-as-per-nep/iks-syllabus/ug-degree/inception-of-indian-knowledge-system.pdf	IKS (Generic)	2	50	0	50
10952111	Introduction to Indian Constitution (Th) https://sndt.ac.in/pdf/academics/syllabus-as-per-nep/vec-syllabus/ug-degree/introduction-to-indian-constitution.pdf	VEC	2	50	0	50
	Follow the link as per SNDTWU https://sndt.ac.in/nep2020/syllabus-as-per-nep/cc-syllabus	CC	2	50	50	0
			22	**550**	**250**	**300**

	Semester II					
SN	**Courses**	**Type of Course**	**Credits**	**Marks**	**Int**	**Ext**
20144521	Basic Jewelry Manufacturing- 1 (Pr)	Major (Core) 3	4	100	50	50
20144522	Basics of Jewelry Design (Pr)	Major (Core) 2B	2	50	0	50
20644501	Material Studies for Jewelry (Pr)	VSC on major 2	2	50	50	0
20644502	Accessory Design (Pr)	VSC on major 3	2	50	50	0
20444511	Traditional Jewelry of India TH (Pr)	OEC	4	100	50	50
20444522	Jewelry Making - Metal Wires. (Pr)					
20744501	Jewelry Illustration (Pr)	SEC	2	50	50	0
20810111	English for Academic Writing- Paper II https://sndt.ac.in/pdf/academics/syllabus-as-per-nep/aec-syllabus/ug-degree/ability-enhancement-course.pdf	AEC	2	50	0	50
20952111	Environment Awareness (Th) https://sndt.ac.in/pdf/academics/syllabus-as-per-nep/vec-syllabus/ug-degree/environment-awareness.pdf	VEC	2	50	0	50
	Follow the link as per SNDTWU https://sndt.ac.in/nep2020/syllabus-as-per-nep/cc-syllabus	CC	2	50	50	0
			22	550	300	250

	Semester III					
SN	**Courses**	**Type of Course**	**Credits**	**Marks**	**Int**	**Ext**
30144521	Basics of Jewelry Manufacturing II (Pr)	Major (Core)	4	100	50	50
30144522	Advance Jewelry Design – I (Pr)	Major (Core)	4	100	50	50
30144523	Metal Studies for Jewelry - (Pr)	Major (Core)	2	50	0	50
30344521	Digital illustration – I (Pr)	Minor Stream	4	100	50	50
30444521	Jewelry Basics (Pr)	OEC	2	50	0	50
30444522	Precious and Semi-Precious Stones (Pr)					
30444523	Traditional Jewelry of India (PR)					
	Marathi (Th) OR	AEC To be given by University	2	50	50	0
	Sanskrit (Th) OR					
	Hindi (Th) OR					

	Gujrati (Th)					
31344501	Filed work ON Indian Jewelry (Pr)	FP	2	50	50	0
	Follow the link as per SNDTWU https://sndt.ac.in/nep2020/syllabus-as-per-nep/cc-syllabus	CC	2	50	50	0
			22	**550**	**300**	**250**

	Semester IV					
SN	**Courses**	**Type of Course**	**Credits**	**Marks**	**Int**	**Ext**
40144521	Advance Manufacturing - I (Pr)	Major (Core)	4	100	50	50
40144522	Advance Jewelry Design – II (Pr)	Major (Core)	4	100	50	50
40344511	Gemology (Th /Pr)	Minor Stream	4	100	50	50
40444521	Jewelry Essentials (Pr)	OEC	2	50	0	50
40444512	Precious and Semi-Precious Stones (Th and Pr)					
40744521	Digital Illustration – II (Pr)	SEC	2	50	0	50
	Marathi (Th) OR	AEC To be given by University	2	50	0	50
	Sanskrit (Th) OR					
	Hindi (Th) OR					
	Gujrati (Th)					
41544501	Community Engagement - Craft studies PR	CE	2	50	50	0
	Follow the link as per SNDTWU https://sndt.ac.in/nep2020/syllabus-as-per-nep/cc-syllabus	CC	2	50	50	0
			22	**550**	**250**	**300**

	Semester V					
SN	**Courses**	**Type of Course**	**Credits**	**Marks**	**Int**	**Ext**
5.1	Advance Manufacturing - II (PR)	Major (Core)	4	100	50	50
5.2	Diamond Grading (PR)	Major (Core)	4	100	50	50
5.3	Traditional Indian Jewelry (TH)	IKS (Major Specific)	2	50	0	50
5.4a	Sustainable jewelry (PR)	Major (Elective) (Anyone)	4	100	50	50
5.4b	Jewelry styling and photography (PR)					
5.5	Export Market TH	Minor Stream	4	100	50	50
5.6	2D & 3D Computer-Aided Designing in Jewelry – I PR	VSC	2	50	50	0
5.7	Community Engagement - Craft Design Development PR	FP	2	50	50	0
			22	**550**	**300**	**250**
SN	**Courses**	**Type of Course**	**Credits**	**Marks**	**Int**	**Ext**
	Semester VI					
6.1	Advance Manufacturing – III (PR)	Major (Core)	4	100	50	50
6.2	Branding, Merchandising & Retail Management TH	Major (Core)	4	100	50	50
6.3	2D & 3D Computer Aided Designing in Jewelry – II PR	Major (Core)	2	50	0	50
6.4a	Fashion and Costume jewelry PR	Major (Elective) (Anyone)	4	100	50	50
6.4b	Design for the Domestic market PR					
6.5	Jewelry Forecast TH PR	Minor Stream	4	100	50	50
6.6	Industry project – 1 PR	OJT	4	100	50	50
			22	**550**	**250**	**300**

Course Name B. Design (Jewellery Design)
Syllabus 2024-25
Semester I (22Credits)

<table>
<tr><td>Course code
10144511</td><td colspan="2">Course name
Fundamentals of Design (Th/Pr)</td><td>Crs
4</td></tr>
<tr><td>Course Outcome</td><td colspan="2">After going through the course, learners will be able to
1. Analyze the different elements of design and the psychological, formal and symbolic qualities of design
2. Demonstrate skills to co-relate the different elements of design
3. Carry out the application of design in jewelry design principles for effective design development</td><td></td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Elements of Design</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to
1. Define the elements of design.
2. Differentiate between different elements and analyze their cognitive effect in design.</td><td>● Introduction to Elements of Design
○ Point
○ Line (types and properties)
○ Shape (natural, abstract, geometric – shapes and forms, shapes and spaces)
○ Texture (visual, tactile, audible)
○ Color (hues, saturation, value, cool and warm colors, color schemes, color contrast)
● Relationship between elements
● Cognitive effect of the elements
● Practical exercises on element manipulation (like converting natural shapes to abstract shapes, color combinations and color contrast, etc.)</td></tr>
<tr><td>Module 2</td><td colspan="2">Principles of Design</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to
1. Define the principles of design
2. Analyze the principles of design in jewelry design</td><td>● Define and identify the principles of design
○ Balance (symmetric and asymmetric)
○ Rhythm (gradation, radiation, repetition and their types)
○ Emphasis (Focus)
○ Contrast (color,</td></tr>
</table>

		texture, properties) ○ Proportion (scale) ○ Harmony (unity) ● Differentiate between the principles of design and their cognitive effect. ● Practical exercises on creating different design variations using the principles of design.	
Module 3	**Cognitive Understanding of Fundamentals of Design**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. State the psychological and physiological responses to design elements. 2. Analyze the role of design elements in influencing perception and cognition.	● Psychology of perception in design ● Color theory and its psychological effects ● Gestalt principles in design ● User-centered design considerations	
Module 4	**Application of Fundamentals of Design**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Analyze and interpret the role of design fundamentals in jewelry 2. Implement the basic principles and elements of design to create original designs 3.Develop novel design details like motifs, patterns, textures, etc.	● Study and exploration of Design Fundamentals ● Project of design development using the elements and principles of design and their manipulations	

Assignments/ Activities towards CCE

The project will run throughout the semester and will be divided into four separate evaluation stages. This will assist students in identifying elements and principles from their surroundings and implementing them to develop basic jewelry designs.

1. Stage One: Select one image from nature which has a composition of various objects and analyze it to identify the elements and principles of design and the effect of each observed element. This analysis can be recorded in the sketchbook in the form of sketches, doodles, words, and written text.
2. Stage Two: Sketch the elements from the images and apply manipulation techniques to them.
3. Stage Three: Using the extracted elements, develop designs while keeping the principles of design in mind.

4. Stage Four: study and explain the process of extraction and provide your analysis on the formal, psychological and physiological effects of each ensemble, in 200 words (each)

References

Cherry, N. (2013). Jewellery design & development. A&C Black Visual Arts.
Dorosz, C., & Watson, J. R. (1999). Designing with color. Fairchild Books.
Lam, L. (2020). Mastering contemporary jewelry design. Schiffer Publishing Ltd.
Lidwell, W., Holden, K., & Butler, J. (2003). Universal principles of design. Rockport Publishers.
Stecker, P. (1996). The fashion design manual. Macmillan Education AU.

Semester I

Course code 10144522	**Course name Drawing Skills**		**Crs** 2
Course Outcome	After going through the course, learners will be able to 1. Draw free-hand sketching skills 2. Render with different mediums such as pencil, charcoal, and color. 3. Create textured drawings using different techniques. **4.** Create 3 D effect in Geometrical Shapes		
Sr. No.	**Module Outcomes**	**Course Contents**	**Cr.**
Module 1	**Drawing, Sketching and Medium Exploration**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Draw freehand drawing 2. Identify and illustrate different types of shapes. 3. Use pencil & Colour mediums for shading. 4. Differentiate and illustrate Symmetrical and Asymmetrical	● Introduction to Basic Drawing ● Free-hand sketching ● Symmetrical and Asymmetrical Drawing ● Enlargement and reduction Application of colour mediums like watercolours and poster colours.	

	Drawing, Enlargement and reduction.		
Module 2	**Texturing and Rendering**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Render textures using different techniques with suitable color mediums. 2. Apply Three-dimensional rendering techniques for object drawing 3. Complete product sketching and rendering at a basic level	● Texturing techniques o cross-hatching, stippling, and cross lines, with pencil o color mediums. ● Shading to create three-dimensional effect and depth	

Assignments/ Activities towards CCE
1. Students will create a sketchbook with a continuous stagewise development of skills and classwork exercises will be maintained. ● Sketching Exercises ● Shading Exercises ● Color Rendering Exercises – Nature / Object ● Texture Exercises 2. Project - develop over the semester and will be divided into 4 parts as follows: ● Select images of 3 different types of jewelry pieces. ● Sketch each one as basic line drawings. ● Render the same with grade pencil shading ● Render the same with texturing techniques and color applications.

References

Brambatti, M. (2022). *Show Jewellery Illustration and Design Vol. 1*. Hoaki Books. ISBN: 9788416851577

Brambatti, M. (2022). *Show Jewellery Illustration and Design Vol. 1*. Hoaki Books. ISBN: 9788416851577

Deshpande, R. (2004). *Colour Pencil* (1st ed.). Jyotsna Prakashan.

Kamath, V. (2006). *Sketching and Drawing* (2nd ed.). Jyotsna Prakashan.

Narvekar, S., & Narvekar, A. (n.d.). *Grade Examination-Drawing Made Easy*. Navneet Publication (India) Ltd

Mulik, M. (2004). *Perspective* (1st ed.). Jyotsna Prakashan.

Shelar, S. (2007). *Still Life* (1st ed.). Jyotsna Prakashan.

Rani, R. M. (n.d.). *Perspective Creative*. W & V Press. ISBN: 9789810883249

Vaze, P. (2002). *Draw and Paint* (1st ed.). Jyotsna Prakashan.

Van Vliet, R. (2013). *Abstract: Techniques and textures*. Search Press-Kent. ISBN: 9781844489558

Semester I

<table>
<tr><td>Course code
10444513</td><td colspan="2">Course Name
Jewelry Essentials (TH /PR)</td><td>Crs
4</td></tr>
<tr><td>Course Outcome</td><td colspan="2">After going through the course, learners will be able to
1. Study the different types of jewelry and their historical and cultural significance.
2. Analyze the jewelry making tools and materials safely and effectively.
3. Demonstrate fundamental techniques such as sawing, filing, soldering, and polishing.
4. Design original jewelry pieces using various materials.</td><td></td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">History of Jewelry and Fundamentals of Jewelry</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to
1. Analyze significance of jewelry history, including its roles in religion, fashion, status, and adornment. Explore how historical jewelry styles and motifs continue to influence contemporary jewelry design
2. Develop observational skills for accurately depicting three-dimensional objects in drawings.
3. Explore motifs inspired by nature, geometry, culture, and historical references.
4. Demonstrate the skills in depicting surface textures, reflections, and highlights to enhance the realism of jewelry renderings.</td><td>● History of Indian and western jewelry
● Basic line and object drawing
● Motif Creation & design pattern using principles
● Shading & Rendering
● Design ring pendants, earring and necklace.</td></tr>
<tr><td>Module 2</td><td colspan="2">Introduction of Tools, Vernier Caliper, Formulas & Practice</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to
1. Describe common tools and equipment used in jewelry making, including hand tools, bench tools, and machinery
2. Demonstrate the skills for marking in jewelry</td><td>● Introduction to Tools, Safety Precautions & Workshop
● Orientation of Vernier Caliper
● Calculation of raising and lowering the karat
● Introduction to melting</td></tr>
</table>

	making to achieve precise and accurate results. 3. Practice soldering exercises such as butt joints, T-joints, and lap joints to develop proficiency in soldering techniques 4. Demonstrate proper handling and usage of tools, emphasizing safety practices such as wearing protective gear and handling tools with care. 5. Demonstrate proper techniques for using the Vernier caliper to measure dimensions of objects accurately. 6. Rise or lower the karat value on the properties and characteristics of the resulting alloy. 7. Define the Principles of melting metal and the different methods used in jewelry making, including torch melting, crucible melting, and casting		
Module 3	**Introductions of machine & Basic Manufacturing Exercise**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Explain the history and significance of enameling in jewelry making. 2. Analyze the materials and tools required for enameling. 3. Demonstrate basic enameling techniques including preparation, application, and firing. 4. Demonstrate proper polishing techniques to achieve smooth and reflective surfaces. Apply finishing techniques such as patination or oxidation to enhance	● Introduction of different types of Setting ● Enameling ● Polishing and finishing (chain and band ring) ● Introduction of gemstones & diamond	

	the appearance of jewelry pieces.		
Module 4	**Design and Concept Development**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Develop Design concept in jewelry making. 2. Demonstrate proficiency in sketching jewelry designs using traditional and digital drawing techniques. 3. Identify and explore potential themes, concepts, or narratives for a jewelry collection. 4. Present a collection of jewelry pieces in a professional and compelling manner.	**Project Work - Design and Concept Development** ● Sketching and planning ● Developing a collection ● Presentation techniques	

Assignments/ Activities towards CCE

1. Rendering pearls, cabochons, and beads is an essential skill for jewelry designers. Assessment will focus on your ability to accurately depict these elements through drawing.
2. The modern-day cuff bracelet is an open or closed rigid bracelet. On ones which are open, each end often has a ball so that the bracelet stays secure around your wrist. A totally closed bracelet can be snapped shut or you simply have to slide it onto your wrist.
3. Draw different shapes with facets. A diamond cut is a style or faceting used when shaping a diamond Single & Double brilliant cut as well as fancy shaped diamonds. Study of More Information About Different Types of Gem Cuts and Shapes.
4. Basic Manufacturing exercise (8 Exercise for each student in brass, copper and silver)
5. Project Work Design, Concept, Final Product development.

References

Crowe, J. (2006). The jeweler's directory of gemstones: A complete guide to appraising and using precious stones from cut and color to shape and settings. Firefly Books.

"McCreight, T. (2010). *The complete metalsmith: An illustrated handbook* (20th anniversary ed.). Davis Publications.

Mentock, D. (2014). The jewelry maker's design book: An alchemy of objects.

Snyder, J. B. (2004). Art jewelry today. Schiffer Publishing.

Untracht, O. (1982). *Jewelry concepts & technology*. Doubleday, North Light Books.

Semester I

<table>
<tr><td>Course code
10444512</td><td colspan="2">Course Name
Traditional Indian Jewelry (TH / PR)</td><td>Crs
4</td></tr>
<tr><td>Course Outcome</td><td colspan="2">After going through the course, learners will be able to
1. Understand traditional Indian jewelry
2. Explain the cultural and historical significance of traditional Indian jewelry.
3. Demonstrate basic techniques used in traditional Indian jewelry making.
4. Compare different regional styles of traditional Indian jewelry.
5. Appreciate and critique traditional Indian Jewelery
6. Design a piece of jewelry inspired by traditional Indian styles.</td><td></td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Fundamentals of Jewelry</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to
1. Identify various types of traditional Indian jewelry
2. List the techniques used in manufacturing jewelery.
3. Examine the role of traditional jewelry in contemporary fashion.</td><td>Introduction to Traditional Indian Jewelry
• Historical evolution and cultural significance
• Materials and techniques used like Metals (gold, silver, etc.) Gemstones and their meanings.
Explore regional Styles
• North Indian jewelry
• South Indian jewelry
• East and West Indian jewelry
Iconography and Symbolism
• Common motifs and their meanings
• Religious and cultural symbols
• Visit to a local jewelry museum or workshop
• Interview with a traditional jeweler</td></tr>
<tr><td>Module 2</td><td colspan="2">Advanced Techniques and Contemporary Practices</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to
1. List advanced techniques used in traditional Indian jewelry making
2. Describe the impact of modern influences on traditional Indian jewelry.
3. Utilize advanced techniques in creating traditional Indian jewelry.</td><td>Advanced traditional techniques from various parts of India
• Filigree work
• Enameling
• Tarakashi
• Theva jewellery
• Bidari work
• Inlay work
Modern Influences
• Fusion styles
• Global trends
• Technological advancements</td></tr>
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<tr><td></td><td>4. Develop a contemporary jewelry piece inspired by traditional designs.</td><td>Contemporary Applications
• Traditional jewelry in modern fashion
• Celebrity and bridal jewelry trends
Ethical Practices
• Sustainable sourcing
• Fair trade practices</td><td></td></tr>
<tr><td>Module 3</td><td colspan="2">Regional Variations and Influence</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to
1. Analyze the regional variations in traditional Indian jewelry, identifying the unique characteristics and designs of different regions.
2. Compare and contrast the influences of different cultures.
3. explain the impact of regional and cultural influences on the evolution of traditional Indian jewelry designs and techniques.
4. Evaluate the significance of regional variations and influences in shaping the identity and cultural heritage of traditional Indian jewelry.
5. Design a piece of traditional Indian jewelry that incorporates regional variations and influences, demonstrating an understanding of the cultural and historical context.</td><td>Introduction to Traditional Indian Jewelry
• Regional variations in traditional Indian jewelry (e.g. North region and South Regian
• Influences of other cultures on Indian jewelry (e.g., Mughal, British)
• Contemporary trends in Indian jewelry</td></tr>
<tr><td>Module 4</td><td colspan="2">Appreciation and Critique of Traditional Indian Jewelry</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to
1. Describe the aesthetic and cultural significance of traditional Indian jewelry, identifying its key characteristics and design elements.
2. Analyze the craftsmanship and artistry involved in creating traditional Indian jewelry, evaluating the use of materials, techniques, and designs.</td><td>• Appreciation of traditional Indian jewelry
• Critique of traditional Indian jewelry
• Case studies of famous Indian jewelry pieces</td></tr>
</table>

	3. Critique the integration of traditional and modern elements in jewelry design. 4. Interpret the symbolic and cultural meanings embedded in traditional Indian jewelry, exploring its significance in different contexts. 5. Evaluate the artistic and cultural value of traditional Indian jewelry, considering its historical context, craftsmanship, and cultural relevance. 6. Demonstrate an appreciation for the cultural heritage and artistry of traditional Indian jewelry, recognizing its importance in Indian culture and its relevance in contemporary times.		
Assignments/ Activities towards CCE			
1. Design a contemporary jewelry piece incorporating traditional techniques. 2. Analyze the work of a contemporary jewelry designer who uses traditional Indian elements. 3. Discuss the ethical implications of sourcing materials for traditional jewelry. 4. Make a project report on the traditional techniques explored. 5. Case studies of famous Indian jewelry pieces. 6. Make a presentation and present the same.			

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Semester I

<table>
<tr><td>Course code
10444521</td><td colspan="2">Course Name
Jewelry Making - Metal Wires (Pr)</td><td>Crs
4</td></tr>
<tr><td>Course Outcome</td><td colspan="2">After going through the course, learners will be able to
1. Demonstrate foundational skills in wire manipulation and metalwork
2. Identify and work with various wire materials and gauges
3. Apply soldering, hammering, wrapping, and weaving techniques
4. Design and fabricate original pieces of wire jewelry
5. Critically evaluate and improve their work and the work of peers
6. Maintain safe practices in a jewelry studio environment</td><td></td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Introduction to Wire Jewelry</td><td></td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to
1. Identify and describe different types of metal wires, their properties, and appropriate applications in jewelry making.
2. Demonstrate fundamental wire manipulation techniques such as cutting, bending, wrapping, weaving, soldering, and finishing.
3. Design original wire-based jewelry pieces by applying principles of form, function, and aesthetics.
4. Apply safe practices in handling tools, torches, and materials in a jewelry studio environment.
5. Evaluate and critique their own work and the work of peers to improve craftsmanship and creative expression.</td><td>● Introduction to materials: copper, brass, silver, aluminum wires
● Tools: pliers, cutters, mandrels, files, hammers
● Safety protocols while handling machinery</td></tr>
</table>

<table>
<tr><td>Module 2</td><td colspan="2">Basic Wire Techniques & Soldering</td><td></td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to
1. Create basic shapes with help of pliers
2. Learn - What is soldering, and how to do soldering?
3. Develop the ability to the surface filing & finishing with the help of required polishing tools on given exercise.</td><td>What is soldering?
● How to make various types of solder
● Calculate to prepare the metals (solder alloys percentage) for making solder
● Introduction of tools & equipment’s required for soldering
● Different types of joints
● Types of flame and their application.
● Any 2 jewelry pieces use all the above techniques.
● Technical Exercises
● Polishing</td></tr>
<tr><td>Module 3</td><td colspan="2">Wrapping Techniques</td><td></td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to
1. Utilize knowledge to recognize wire properties and acquire the skills required to construct stable wire frames.
2. Create functional and decorative structures using wire as a 3D support material.
3. Identify different tools and methods used in texturing wire surfaces.
4. Apply hammering and stamping techniques to create surface textures.
5. Define the principles of tension, spacing, and design in woven wirework.</td><td>● Creating structure with wire frames
● Shaping wire into 3D forms
● Hammering, texturing, stamping
● Layered and multi-strand weaving
● Soldering wire forms (rings, pendants, connections)
● Preparing joins, applying flux and solder</td><td></td></tr>
<tr><td>Module 4</td><td colspan="2">Wire Weaving and Soldering</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>1. Analyze how different wire gauges and wrap styles affect the security and aesthetics of a setting.
2. Evaluate the craftsmanship and</td><td>● Bead wrapping and stone setting with wire
● Freeform and symmetrical wire wrapping
● Combining multiple wires</td></tr>
</table>

	functionality of wrapped stones in jewelry. 3. Create original jewelry pieces using wrapped beads and stones as focal elements. 4. Define the difference between freeform and symmetrical wrapping techniques.		
Assignments/ Activities towards CCE			
1. Design & create wire jewelry piece. Earring 5 pcs Pendent 2 Bracelet with beads 2 pcs			

References

The Art of Wire: Creative Techniques for Designer Jewelry – J. Marsha Michler **Publisher** Krause Publications

The Complete Guide to Making Wire Jewelry – Wing Mun Devenney Publication date
2015 Publisher Tunbridge Wells, Kent Search Press

The Complete Metalsmith – Tim McCreight , Davis Publication worcester, MA
Wire Jewelry Masterclass – Abby Hook, **Publisher :** Guild of Master Craftsman Pubns ltd (3 April 2012)

Semester I

<table>
<tr><td>Course code
10644501</td><td colspan="2">Course Name
Elements of Jewelry (Pr)</td><td>Crs
2</td></tr>
<tr><td>Course Outcome</td><td colspan="2">After going through the course, learners will be able to
1. Illustrate different technical elements used to develop a jewellery product.
2. Analyse jewellery findings, individual elements that significantly enhance their jewellery-making skills,
3. Define the precious gemstones and their physical properties.
4. Demonstrate the different findings in the creation of intricate jewellery designs.</td><td></td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Introduction of Jewellery Finding</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to
1. Demonstrate different findings in the creation of intricate jewellery designs.
2. "Apply the appropriate findings to ensure the structural integrity and durability of jewellery."
3. Defining the types and purposes of findings can streamline the jewellery-making process.</td><td>● Jewellery Findings-
● Bails, Bead Caps, Chain by The Foot, Clasps Toggles, Crimp Heads, Crimp Covers, Eye Pins, Head, Pins, Link and Connectors Split, Ear wires, Lever backs, Earring Backs, Bezels Etc.Necklace linking.
● Different elements of pendent
● Gemstone, metal, Other Materials, Setting, bail, Backplate etc.</td></tr>
<tr><td>Module 2</td><td colspan="2">Designing Elements of Jewelry</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to
1. Identify and design various beads and naturally occurring stones and their structures.
2. Define the precious gemstones and their physical properties.
3. Differentiate the requirements in jewellery settings
4. Define the thickness of the metal and wire in jewelry findings.</td><td>Working on Article on Different Themes
● Resin Beads, Cabochons stones.
● Natural Stone Beads, Wire Size,
● Jewellery Wire Material.
● Gemstone Beads
● Properties of different gemstones
● Amazonite, Amber, Amethyst, Agate, Crystal
● Coral, Jasper, Jade, Black Stone, Beryl, Rose Quartz
● Different Types of setting through drawings</td></tr>
</table>

Assignments/ Activities towards CCE
1. Students can design their own piece of jewelry, focusing on incorporating various elements such as gemstones, metals, and textures. They should include sketches or renderings along with a written explanation of their design choices. (10 Design assessment for each student) 2. Assign specific materials used in jewelry making (e.g., gold, silver, diamonds, brass copper, beads,etc) and have them research the properties, sourcing, and cultural significance of each material. They can present their findings in a comparative analysis. (10 Design assessment for each student) 3. Students analyze current trends in the jewelry market, including popular materials, styles, and consumer preferences. They can conduct surveys or interviews to gather data and present their findings in a report or presentation. (10 Design assessment for each student)

References

Brambatti Manuela, MARC preview: Show Jewellery Illustration and Design Vol. 1, Spain Hoaki Books 2022, ISBN: 9788416851577

Bain, K. (1991). Dangles And Beads. By Weiner.Eastman Pubs
Ball, M. (2000). Wire Work. New Holland Publishers Ltd
Jargstorf, S. (1997). Baubles, Buttons And Beads: The Heritage Of Bohemia.Schiffer Publishing Ltd
Morris, D. (1999). Protective Amulets & Charms. Design Book. Element Books Limited.
Murray, M. (1995). All About Beads. Batsford Ltd

Semester I

Course code 10744501	**Course name Professional Computer Skills (Pr)**		**Crs** 2
Course Outcome	After going through the course, learners will be able to 1. Operate desktop computers to carry out computational tasks 2. Recognize working of hardware and software and the importance of operating systems 3. Design presentations using related Software 4. Acquire skills to present ideas digitally and manage digital content effectively		
Sr. No.	**Module Outcomes**	**Course Contents**	**Cr.**
Module 1	**Computer Hardware and File Management**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Recognize fundamental concepts of computer hardware and software. 2. Manage files and folders effectively using different operating systems.	Introduction to Computers and Operating Systems ● Overview of computer basics: (processing power, memory & storage space, High-Quality Monitor; Graphic tablet, scanner, printer, external hard disk, Wacom stylus) ● Introduction to operating systems: Similar to or Windows, macOS, Linux and other sources. File Management ● Creating, organizing, and managing files and folders ● Understanding file formats and extensions	

	3. Create, edit, and format documents using related digital platforms	● Using cloud storage for file backup and sharing Word Processing Software ● Creating and formatting documents ● Using templates and styles ● Inserting images, tables, and charts ● Using track changes and comments for collaboration Open-Source Equivalent: Google doc: ● Basic functionality mirroring	
Module 2	**Spreadsheets, Presentation and Email fundamentals**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Create and manage spreadsheets using software (Licensed or Open Source) 2. Design and deliver presentations using effective and efficient software 3. Demonstrate effective use of email, internet, and online collaboration tools.	Spreadsheet Software ● Basics of spreadsheets and data entry ● Formatting cells and using formulas ● Creating charts and graphs ● Basic data analysis and pivot tables Open-Source Equivalent: Google sheet: ● Basic functionalities mirroring Presentation Software ● Presentation slides: ● Creating and designing presentations ● Using themes and templates ● Adding multimedia elements (images, audio, video) ● Presentation techniques and tips Open-Source Equivalent: google slides/Canva: ● Basic functionalities mirroring Email and Internet Skills ● Setting up and managing email accounts ● Email etiquette and professional communication ● Using search engines effectively for research ● Basics of online collaboration tools Basic Troubleshooting and Maintenance ● Common computer issues and their solutions ● Maintaining system performance: updates, antivirus, and backups ● Basic network troubleshooting	

Assignments/ Activities towards CCE
(Any two) Assignment 1: Computer Basics and File Management 1. Write a short note (300-500 words) explaining the difference between hardware and software. Include examples of each. 2. Create a folder structure on your computer for organizing your academic files. Take a screenshot of the folder structure and submit it. 3. Upload three different file types (e.g., a text document, an image, and a spreadsheet) to a cloud storage service. Share the links to these files. Assignment 2: Word Processing Project 1. Create a 2-page newsletter for a fictional fashion event using Word processing software. The newsletter should include: ● A header with the event title and date. ● At least two images related to the event. ● Text formatted in different styles (e.g., headings, subheadings, body text). ● A table showing the event schedule. ● A footer with page numbers. 2. Save both documents as PDF files and submit them. Assignment 3: Spreadsheet Analysis Project 1. Create a spreadsheet containing hypothetical data for a fashion retail store. The data should include: ● Product names ● Categories ● Prices ● Quantities sold in the past month 2. Perform the following tasks: ● Calculate the total sales for each product. ● Identify the top-selling product category using a pivot table. ● Create a bar chart showing the sales figures for each product. 3. Save both spreadsheets as PDF files and submit them. Assignment 4: Presentation Project 1. Create a 15-slide presentation about the latest trends in fashion using google slides or equivalent. The presentation should include: ● A title slide with your name and the presentation title. ● Slides with text and images illustrating different fashion trends. ● A conclusion slide summarizing the key points. ● Use of animations and transitions to enhance the presentation.

References

Brown, B. (2019). Microsoft PowerPoint 2019 in 90 pages. Belleayre Books.

Guide with Examples That Teaches Everything You Need to Know about Microsoft Excel 2020 (Formulas and Functions Inclusive). Independently Published.

Jackson, L. (2013). PowerPoint Surgery: How to create presentation slides that make your message stick. Engaging Books.

Jordan, J. (2021). Excel 2020 for Beginners: The Complete Dummy to Expert Illustrative

Lewis, C. M., Chatfield, C., & Johnson, T. (2019). Microsoft Project 2019 Step by step. Microsoft Press.

Professor, M. O., & Nordell, R. (2019). Microsoft Outlook 365 Complete: In Practice, 2019 Edition. McGraw-Hill Education.

Weverka, P. (2018). Office 2019 All-in-One for dummies. John Wiley & Sons.

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Course Name B. Design (Jewelry Design)
Syllabus 2024-25

Semester II (22Credits)

<table>
<tr><td>Course code
20144521</td><td colspan="2">Course Name
BASIC MANUFACTURING 1</td><td>Crs
4</td></tr>
<tr><td>Course Outcome</td><td colspan="2">After going through the course, learners will be able to
1. Learn the safety protocols and practices using tools, equipment, and materials in the jewelry workshop.
2. Demonstrate and learn with essential jewelry-making tools and equipment and learn how to use them safely and effectively.
3. Explore and experiment with different ideas and materials to develop a personal style and innovative approach in jewelry making.
4. Create a jewellery product using sawing, filing, soldering, and polishing techniques.
5. Solve common problems that arise during the jewelry making process.</td><td></td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Introduction of tools ,Vernier caliper & Practice</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to
1. Define the fundamentals of jewelry-making, and will differentiate between common tools and equipment
2. Vernier Calliper for Precise measurement.
3. Parts of a Vernier Calliper.
4. Take readings in Vernier Calliper
5. Practice measuring.
6. Differentiate the Saw blade and
7. Demonstration of fixing the saw blade in a saw frame.
8. Gradation of emery paper.
9. Hands on assemble jewelry components effectively using soldering joints</td><td>● Importance of safety measures in jewelry-making
● Introduction to workshop practice and procedure
● Purpose and function of the tool.
● Importance of safety measures in jewelry-making
● Hand Craft Jewellery technique for accurate measurement using a Vernier caliper.
● Introduction of Saw frame. Specification of saw blade. Gradation of emery
● The principles and importance of soldering in jewellery making process</td></tr>
</table>

Module 2	**Basic techniques & Formulas**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Define the basic techniques involved in manufacturing Jewellery. 2. Identify the processes involved in lowering and raising the karat of precious metals 3. Achieve desired metal compositions applying formulas in jewelry manufacturing. 4. Learn what is Annealing & Alloying	• Calculation of lowering and raising karat • Calculation lowering and raising the karat. • Annealing (purpose of Annealing) • Alloying - (purpose of Alloying, alloys, Weighing the metal, preparing the ingots, melting, pouring, • Periodic table to understand the melting points of metal, specific gravity, chemical symbol of silver, copper, gold etc	
Module 3	**Introductions of machine & Basic technical Exercise**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Importance of Planning and Marking 2. Demonstrate basic techniques involved in manufacturing Jewellery 3. Demonstrate technicalities related to wire, its types, draw plates, etc.	• Demonstration of using rolling machine, pickling, Metal melting processes involved in Jewellery Manufacturing • The technical details of wires, chains, draw plates • Demonstration of Technical Exercises based on the lab assignment.	
Module 4	**Basic Manufacturing Exercises**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Learn What is soldering and how to do soldering 2. Learn scoring and chamfering 3. Demonstrate doming techniques with help of dapping punch & die block 4. Achieve the surface filing & finishing with the help of required polishing tools on given exercise.	• What is soldering? • How to make various types of solder • Calculate to prepare the metals (solder alloys percentage) for making solder • Introduction of tools & equipment's required for soldering • Different types of joints • Types of flame and their application. • Any 2 jewellery pieces use all the above techniques. • Technical Exercises • Polishing	

Assignments/ Activities towards CCE
1. Sawing straight & curve lines – Completion of the sawing exercise using manufacturing technique in handmade jewelry (1pcs in brass/ copper sheet) 2. Bimetal fitting --- Completion of the sawing exercise using manufacturing technique in handmade jewelry (1pcs in brass/ copper sheet) 3. Open cube---- complete the exercise as per given sheet or instruction. (1pcs in brass/ copper sheet) 4. Dome Pendant or Earring --- complete the exercise as per given sheet or instruction. (1pcs in silver sheet) 5. Curb chain ------ complete the exercise as per the given sheet or instruction. (1pcs in silver wire) 6. Brooch pins---- complete the exercise as per the given sheet or instruction. (1pcs in silver sheet)

References

Cogswell, J. (2008). *Creative Stonesetting*. Brynmorgen Press.

McCreight, T. (1991). *The Complete Metalsmith: An Illustrated Handbook*. Davis Publications.

Holschuh, B. (2009). *The Jeweler's Studio Handbook: Traditional and Contemporary Techniques for Working with Metal and Mixed Media Materials*. Quarry Books.

McCreight, T. (2004). *Complete Metalsmith: Professional Edition*. Davis Publications.

McCreight, T. (1991). *Jewelry Making: Techniques for Metal*. Davis Publications.

Untracht, O. (1982). *Jewelry: Concepts and Technology*. Doubleday.

Young, A. (2010). *The Workbench Guide to Jewelry Techniques*. Interweave Press.

Semester II

Course code 20144502	**Course Name** Basic Jewelry Design	**Crs 2**
Course Outcome	After going through the course, learners will be able to 1. Differentiate & identify the types of rings, necklaces, and earrings, reflect the history and evolution of jewelry. 2. Demonstrate elements and principles of design, along with mastering basic drawing techniques, is for creating effective design sketches for jewellery. 3. Demonstrate the skill set to create contemporary jewellery design. 4. Create unique design of jewellery products	

<table>
<tr><th>Sr. No.</th><th>Module Outcomes</th><th>Course Contents</th><th>Cr.</th></tr>
<tr><td>Module 1</td><td colspan="2">Illustration of Jewelry using elements and principles of Design</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to
1. Apply fundamental skills in jewellery design and creation.
2. Apply different techniques and materials used in illustrations of jewellery.</td><td>● History and Evolution of Jewellery
● Types of Jewellery (e.g., rings, necklaces, earrings)
● Elements of Design (line, shape, form, texture, color)
● Design Patterns using Design Principles (balance, contrast, emphasis, rhythm, unity)
● Basic Drawing Techniques
● Motif Creation & Simplification
● Concept Development</td><td></td></tr>
<tr><td>Module 2</td><td colspan="2">Advanced Design Techniques</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to
1. Design a thematic jewelry collection, incorporating advanced techniques
2. Design Balancing Aesthetic Appeal and Practicality in jewellery sketching</td><td>Advanced Design Techniques
● Incorporating Various Materials (precious metals, gemstones, alternative materials)
● Techniques for Enhancing Design Aesthetics
Aesthetics and Functionality
● Balancing Aesthetic Appeal and Practicality
● Ergonomics in Jewellery Design
Final Presentation
● Preparing a Cohesive Collection
● Presentation Skills and Techniques
Creating a Professional Portfolio</td><td></td></tr>
<tr><td colspan="4">Assignments/ Activities towards CCE</td></tr>
<tr><td colspan="4">1. Designing and rendering various types of jewellery pieces using the design process.
- Necklace, ring, earring, brooch, bracelet (10 Design assessment for each student)

2. Creating jewellery collections- commercial and statement. (10 Design assessment for each student)
3. Rendering various gemstones and their uses. (20 gemstone rendering assessment for each student)
4. Combining various elements of jewelry. (Polishes, techniques, gemstones, diamonds, metal, pearls, Finishes etc.) (10 Design assessment for each student)</td></tr>
</table>

References

Brambatti Manuela, MARC preview: Show Jewellery Illustration and Design Vol. 1, Spain Hoaki Books 2022, ISBN: 9788416851577

Galli, M. P., Giambelli, N., & Riviere, D. (1999). *The art of jewelry design: Principles of design, rings & earrings*. Schiffer Publishing.
Mattiello, A. (2009). *The jewelry designer's directory of shape and form*. Interweave.
Olver, E. (2002). *Jewelry design: The artisan's reference*. Krause Publications.
Olver, E. (2008). *Jewelry design handbook*. A & C Black.
Untracht, O. (1982). *Jewelry concepts and technology*. Doubleday.

Semester II

<table>
<tr><td>Course code
20344521</td><td colspan="2">Course Name
Accessory Design</td><td>Crs
2</td></tr>
<tr><td>Course Outcome</td><td colspan="2">After going through the course, learners will be able to
1. Describe different types of accessories through various cultures and eras.
2. Classify various categories of fashion accessories
3. Explore a variety of materials for creating different categories of accessories.
4. Design and present a cohesive accessory collection that showcases originality, craftsmanship, and market viability</td><td></td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Introduction to Fashion Accessories</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to
1. Analyze various categories of fashion accessories
2. Develop a solid foundation in the principles and elements of design applicable and materials used to create various types of accessories</td><td>• Historical overview of different categories of accessories from ancient to modern period
• Study the evolution of design and styles of different categories of accessories like bags, footwear, jewelry, headgears, belts etc.
• Develop comprehensive knowledge of a wide range of materials used across different accessory types like leather, wood, plastic, textile, metal, shells etc.
• Experimentation with one type of material to create an accessory demonstrating originality</td></tr>
<tr><td>Module 2</td><td colspan="2">Material Utilization for Accessory Design</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to
1. Demonstrate skills for incorporation of fashion trends and consumer preferences into creating accessory designs.
2. Demonstrate proficiency in creating innovative and</td><td>• Analyzing fashion trends, market research and study of consumer behavior.
• Acquire hands-on skills in the manufacturing processes of accessories.
• Conceptualization and development of accessories taking into consideration materials and categories learnt in module 1.</td></tr>
</table>

	functional accessory designs		
Assignments/ Activities towards CCE			
7. Design and sketch an accessory taking inspiration from any era in history and explain the concept in the form of a presentation. 8. Design and create a piece of jewelry based on a chosen theme, taking into consideration any material. Document the process from concept to finished product.			

References

Byrne, G. (2008). Making Hair Jewels and Accessories. A & C Black Publishers Ltd.
Devennet, M. (2015). Crochet: Fantastic Jewelry, Hats, Purses, Pillows and More. Search Press.
Harris C., (2000), Miller's Collecting Fashion & Accessories, Octopus publishing.
Wells W., (2008), Masters: Beadweaving: Major Works by Leading Artists, Lark Books.

Semester II

Course code 20444521	**Course Name** Jewelry Making - Metal Wires (Pr)		**Crs 4**
Course Outcoe	After going through the course, learners will be able to 7. Demonstrate foundational skills in wire manipulation and metalwork 8. Identify and work with various wire materials and gauges 9. Apply soldering, hammering, wrapping, and weaving techniques 10. Design and fabricate original pieces of wire jewelry 11. Critically evaluate and improve their work and the work of peers 12. Maintain safe practices in a jewelry studio environment		
Sr. No.	**Module Outcomes**	**Course Contents**	**Cr.**
Module 1	**Introduction to Wire Jewelry**		
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 6. Identify and describe different types of metal wires, their properties, and appropriate applications in jewelry making. 7. Demonstrate fundamental wire manipulation techniques such as cutting, bending, wrapping, weaving,	● Introduction to materials: copper, brass, silver, aluminum wires ● Tools: pliers, cutters, mandrels, files, hammers ● Safety protocols while handling machinery	

<table>
<tr><td></td><td>soldering, and finishing.
8. Design original wire-based jewelry pieces by applying principles of form, function, and aesthetics.
9. Apply safe practices in handling tools, torches, and materials in a jewelry studio environment.
10. Evaluate and critique their own work and the work of peers to improve craftsmanship and creative expression</td><td></td><td></td></tr>
<tr><td>Module 2</td><td colspan="2">Basic Wire Techniques & Soldering</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to
4. Create basic shapes with help of pliers
5. Learn What is soldering and how to do soldering
6. Achieve the surface filing & finishing with the help of required polishing tools on given exercise.</td><td>What is soldering?
● How to make various types of solder
● Calculate to prepare the metals (solder alloys percentage) for making solder
● Introduction of tools & equipment’s required for soldering
● Different types of joints
● Types of flame and their application.
● Any 2 jewellery pieces use all the above techniques.
● Technical Exercises
● Polishing</td><td></td></tr>
<tr><td>Module 3</td><td colspan="2">Wrapping Techniques</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to
6. Apply knowledge of wire properties to construct stable wire frames.
7. Create functional and decorative structures using wire as a 3D support material.
8. Identify different tools and methods used in</td><td>● Creating structure with wire frames
● Shaping wire into 3D forms
● Hammering, texturing, stamping
● Layered and multi-strand weaving
● Soldering wire forms (rings, pendants, connections)
● Preparing joins, applying flux and solder</td><td></td></tr>
</table>

	texturing wire surfaces. 9. Apply hammering and stamping techniques to create surface textures. 10. Define the principles of tension, spacing, and design in woven wirework.		
Module 4	**Wire Weaving and Soldering**		**1**
	Learning Outcomes	**Module Content**	
	5. Analyze how different wire gauges and wrap styles affect the security and aesthetics of a setting. 6. Evaluate the craftsmanship and functionality of wrapped stones in jewelry. 7. Create original jewelry pieces using wrapped beads and stones as focal elements. 8. Define the difference between freeform and symmetrical wrapping techniques.	• Bead wrapping and stone setting with wire • Freeform and symmetrical wire wrapping • Combining multiple wires	
Assignments/ Activities towards CCE			
2. Design & create wire jewelry piece. Earring 5 pcs Pendent 2 Bracelet with beads 2 pcs			

References

The Complete Metalsmith – Tim McCreight
The Art of Wire: Creative Techniques for Designer Jewelry – J. Marsha Michler
The Complete Guide to Making Wire Jewelry – Wing Mun Devenney
Wire Jewelry Masterclass – Abby Hook

Semester II

<table>
<tr><td>Course code
20644521</td><td colspan="2">Course Name
Material Studies for Jewellery Design</td><td>Crs 2</td></tr>
<tr><td>Course Outcome</td><td colspan="2">After going through the course, learners will be able to
1. Define and differentiate the characteristics and properties of different materials used in jewellery design.
2. Explore contemporary trends and innovations in jewellery materials
3. Develop Skills to identify, evaluate and select appropriate materials for various Jewellery designs.
4. Design and develop various jewellery products by using different tools, techniques, and materials</td><td></td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Introduction to Basic materials & tools</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to
1. Identify and recognise various materials commonly used in jewellery making.
2. Demonstrate of tools and techniques with increased proficiency for making specific jewellery designs.</td><td>Introduction to Basic tools , Materials & their Properties
• Overview of common materials used in jewellery making (e.g., metals, gemstones, beads, ceramics, plastics).
• Study of behavior, characteristic, properties, dimensionality, physical and visual potential of the basic materials.
• Orientation of basic hand tools, cutting tools & techniques for material Manipulation.
• Demonstrations and hands-on exercises to develop fundamental skills in handling materials and tools.</td></tr>
<tr><td>Module 2</td><td colspan="2">Material Manipulation- (Common Materials)</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to
1. Identify and differentiate various types of materials
2. Explore and explain different variations of materials with aesthetic value.</td><td>• Orientation of basic material to be manipulated:
• Metal, Plastic, Ceramic
• Wood, Glass, Paper
• Fabric, Leather, Yarns
• Understanding advantages and challenges of the above-mentioned materials
• Introduction to advanced techniques for working with combined materials, (e.g. carving, molding, weaving, and embellishing.)</td></tr>
<tr><td>Module 3</td><td colspan="2">Design development and Material selection</td><td>1</td></tr>
</table>

	Learning Outcomes	Module Content	
	After learning the module, learners will be able to 1. To analyze and interplay between various materials to achieve desired aesthetics and functionality. 2. Explore and experiment various kinds of materials for creativity and innovation Designs	Designing and Material selection for Jewellery Design: ● Design development as per concept/ theme ● Balancing aesthetics, functionality, and durability ● Choosing & Applying right material for a design concept/ theme ● Use of mix media materials for making single product ● Influence of Cultural heritage on choice of material ● Experimentation and innovation through guided products that combine multiple materials and techniques	
Module 4	**Design Analysis & Evaluation**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Hands on experience in developing jewelry pieces using professional techniques and materials 2. Carry out projects of jewellery making using combined materials from concept to completion incorporating sustainable and ethical practices.	● Advance and Professional Practices & Project: ● Trends, Brands & Market research in Jewellery materials, design & consumer preferences. ● Incorporating Business & ethical practices- ethical consideration in material sourcing, making, Pricing, marketing, and selling. ● Design conceptualization and product development. ● Developing original and creative jewelry design based on the above points. ● Project- Developing and creating Mixed media jewellery project that demonstrates proficiency in material selection, technique application, and creative expression.	

Assignments/ Activities towards CCE

1. Complete a worksheet with images and descriptions of 10 different materials, identify each material based on its properties, characteristics.
2. To experiment with one chosen material from the basic materials, create a small jewelry piece using the same. Write a small report on challenges faced while working on the material.
3. Design and create a jewellery piece by combining two or more different materials and apply at least one advanced technique.

4. Project- Design a small collection of minimum 3 pieces incorporating multiple materials and techniques, prepare a presentation detailing your design concept, material choices, process. Present the design along with a rationale explaining the creative process and discuss how ethical practices were implemented and monitored.

References

Bond C.(2013) "Design and Make Precious Jewellery from Plastics". Bloomsbury-London

Bosworth J.(2010) "Ceramics Jewellery: Handbook". Bloomsbury-London

Byrne, G. (2008) "Making Hair Jewels & Accessories". A & C Black-London

Cherry, N. (2013) "Jewellery Design & Development: From Concept to Object". Bloomsbury-New York

Devennet M.(2015) "The Complete Guide to Making Wire Jewellery From Beginner to Advanced Techniques, Projects & Patterns". Search Press-London

Estrada, N. (2016) "New Necklaces: 400 Designs In Contemporary Jewellery". Promopress-China

Keay, S.(2011) "Design & Make Jewellery Using Textile Techniques" A & C Black-London

Keay , S.(2012) "Design And Make Paper Jewellery" Bloomsbury-China

MacDonald, J.(2009) "Jewellery Form Recycled Materials." A & C Black.-London

Mcgrath, J.(2010) "The New Encyclopedia of Jewelry Making Techniques" Search Press-London

Okeeffe , S. (2011) "Practical Jewellery Making Techniques : Problem Solving" A & C Black-London

Semester II

Course code 20744502	**Course Name** Jewelry illustration		**Crs 2**
Course Outcome	After going through the course, learners will be able to 1. Demonstrate jewelry designs with technical accuracy. 2. Create Jewelry from pre-defined perspectives related to metals, diamonds and gemstones. 3. Illustrate 3D effects using hand rendering techniques in jewelry designs. 4. Explore various rendering techniques to enhance the visual appeal of jewelry illustration.		
Sr. No.	**Module Outcomes**	**Course Contents**	**Cr.**
Module 1	**Importance of Technical Drawings**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Define basics of technical jewelry design. 2. Illustrate jewelry from different perspectives (top, side, front). 3. Illustrate precise technical drawings of jewelry pieces	● Importance of Technical Drawings in Jewellery Design ● Tools and Materials for Technical Illustration ● Proportions and Scale ● Drawing Jewellery Components (settings, stones, clasps)	

<table>
<tr><td></td><td></td><td>● Basics of Perspective in Jewellery Design
● Drawing Jewelry from Various Angles (top, side, front)
● Using Grids and Guides for Accurate Perspective</td><td></td></tr>
<tr><td>Module 2</td><td colspan="2">Jewelry Illustration</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to
1. Illustrate jewelry designs in 3D with larger ratios.
2. Illustrate realistic and visually appealing jewelry illustrations.
3. Apply various rendering techniques for jewelry illustrations.</td><td>3D Jewelry Illustration
● Introduction to 3D Drawing Techniques
● Scaling Jewellery Designs to Larger Ratios
● Adding Depth and Dimension to Illustrations
Rendering Techniques
● Basics of Rendering in Jewellery Design
● Shading and Highlighting Techniques
● Texturing to Mimic Various Materials (metals, gemstones)
Advanced Rendering
● Using Color to Enhance Jewelry Illustrations
● Creating Reflective and Translucent Effects
Digital Tools for Rendering Jewellery Designs</td><td></td></tr>
<tr><td colspan="4">Assignments/ Activities towards CCE</td></tr>
<tr><td colspan="4">1. Designing jewellery pieces in different ratios and rendering the same. (10 Design assessments for each student)
2. Designing jewellery through a design process with technical details. (10 Design assessment for each student)
3. Advanced rendering techniques for giving a 3D look to jewelry pieces. (10 Design assessment for each student)
4. Visualized & application of light and shadow in jewelry rendering. (10 Design assessment for each student)</td></tr>
</table>

References

Audette, D., & Dobbins, R. (2010). *Jewelry Illustration*. Brynmorgen Press

Brambatti Manuela (2022) Jewellery Illustration And Design Vol. 1 From Technical Drawing to Professional Rendering Spain Hoaki Books

Colussy, M. K. (2006). *Rendering Fashion, Fabric, and Prints with Adobe Illustrator*. Pearson

Mentock, D. (2014). *The Jewelry Maker's Design Book: An Alchemy of Objects*. Quarry Books

McGrath, J. (2007). *The Complete Jewelry Making Course: Principles, Practice, and Techniques: A Beginner's Course for Aspiring Jewelry Makers*.
Untracht, O. (1982). *Jewelry Concepts and Technology*.

Course Name B. Design (Jewelry Design)
Syllabus 2024-25
Semester III (22Credits)

Course code 30144521	**Course Name** BASIC MANUFACTURING 2		**Crs 4**
Course Outcome	After going through the course, learners will be able to 1. Learn the safety protocols and practices using tools, equipment, and materials in the jewelry workshop. 2. Demonstrate and learn with essential jewelry-making tools and equipment and learn how to use them safely and effectively. 3. Define and use different ideas and materials to develop a personal style and innovative approach in jewelry making. 4. Create a jewellery product using sawing, filing, soldering, and polishing techniques. 5. Solve common problems that arise during the jewelry making process.		
Sr. No.	**Module Outcomes**	**Course Contents**	**Cr.**
Module 1	**Basic Technical Exercise**		1
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Importance of Planning and Marking on precious metal 2. Achieve desired metal compositions applying formulas in jewelry manufacturing. 3. Hands on assemble jewelry components effectively using soldering joints 4. Strate Tapper techniques with help of tapper dapping punch & die block	• Calculation of lowering and raising karat • Alloying - (purpose of Alloying, alloys, Weighing the metal, preparing the ingots, melting, pouring • How to divide the collet equally and how to groove • Demonstrate Tapper techniques	
Module 2	**Tube Forming Jewelry**		1
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Demonstrate desired metal compositions applying formulas in jewelry manufacturing 2. Hands on assemble jewelry components effectively using soldering joints 3. Define what is hollow Tube? How to make hollow tube with help of swaging block, draw plate & drawing machine	• Calculation of lowering and raising karat • Alloying - (purpose of Alloying, alloys, Weighing the metal, preparing the ingots, melting, pouring • How to make hollow tube with help of swaging block, draw plate & drawing machine • how to solder hollow tube	

	4. Demonstrate round shape with using proper tools	• Remove extra solder & file properly to maintain the profile of the tube • Make rounds according to the size with the help of bangle mandrel. • Demonstration of Technical Exercises based on the lab assignment. • Demonstration on surface filing & emery finishing with the help of required tools & consumables.	
Module 3	**Riveting Technique**		1
	Learning Outcomes	**Module Content**	
	• Demonstrate what riveting techniques are and how to use in jewelry products • Demonstrate Riveting Materials and Tools • Demonstrate and Familiarize with essential tools including a riveting hammer, bench block, hole punch, and rivet setter • Practice drilling accurate holes and aligning components for secure riveting • Demonstrate riveting techniques in jewelry making • Solve the common issues like rivet misalignment or improper setting and learn how to repair a piece of jewelry with a faulty riveted connection	• Design a piece of jewelry that incorporates multiple riveted connections • Experiment with different types of rivets (e.g., tube rivets, decorative rivets) to achieve desired aesthetic and functional outcomes. • Pay attention to the alignment of components and the finishing of riveted joints. • Create a piece of jewelry that combines riveting with techniques such as metal etching, texturing, or stone setting • Explore how rivets can be used to attach non-metal elements (e.g., beads, leather) to metal components.	
Module 4	**Texturing, Stamping Frame and component making**		1
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Develop proficiency in texturing metals using techniques such as hammering, rolling mill embossing, or etching 2. Experiment with combining different textures, stamping	• Creating patterns using different hammering techniques. • Transfer your chosen texture onto the metal sheet and create jewelry piece. • Technical Exercises • Polishing	

	designs, and frame styles to create unique jewelry pieces 3. Demonstrate the skills for frame making, including cutting metal sheets, forming shapes, and soldering joints 4. Develop comprehensive skills in texturing, stamping, frame, and component making, enabling them to create aesthetically pleasing and professionally crafted jewelry pieces 5. Demonstration on surface filing & finishing with the help of required tools & consumables.		

Assignments/ Activities towards CCE

1. Exercise no 1 solitaire ear Completion of the exercise using manufacturing technique in handmade jewelry (1pcs in Silver)
2. Exercise no 2 Hollow tube jewelry (Bangle) -Completion of the exercise using manufacturing technique in handmade jewelry (1pcs in Silver)
3. Riveting Technique Exercise no 3 --- Completion of the sawing exercise using manufacturing technique in handmade jewelry (1pcs in brass/ copper sheet/ Silver Sheet)
4. Texturing ----complete the exercise as per the given sheet or instruction. (1pcs in silver sheet)
5. Stamping Frame and component making ---- complete the exercise as per the given sheet or instruction. (1pcs in silver sheet)

References

Art nouveau jewelry Becker, Vivienne Design Book Thames and Hudson Ltd
BVLGARI Mascetti, Daniela Design Book Abbeville Press Publishers
Jewelry from antiquity to the present Phillips, Clare Design Book Thames and Hudson
Traditional jewellery of India Oppi Untracht Design Book Thames and Hudson

Semester III

<table>
<tr><td>Course code
30144521</td><td colspan="2">Course Name
Advance Jewelry Design – I (Pr)</td><td>Crs 4</td></tr>
<tr><td>Course Outcome</td><td colspan="2">After going through the course, learners will be able to
1. Create designs using standard measurements and parameters of jewellery
2. Demonstrate of Jewellery findings.
3. Develop a 3d metal rendering skills
4. Identify Cuts of Diamond and Gemstones
5. Implement Stone Settings to create design.
6. Define various styles of necklaces</td><td></td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Design Various Products cattegories</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to
1. Designs various products categories
2. Demonstrate standard measurements and parameters
3. Implement types of gold as per the design requirement</td><td>• Advance Jewelry Design – I (Pr)
• Plain gold Jewellery
• Aesthetic of the design
• Incorporating measurements to design necklaces, pendants, earrings.
• Rendering designs in different types of gold like yellow gold, white gold, pink gold.
• Practicality and functional aspects
• Designing jewellery using Various types of linking, findings and clasps.
• Component and single unit designing Presentation
• Ways of presenting jewellery on paper
• Using various papers presentation techniques</td><td></td></tr>
<tr><td>Module 2</td><td colspan="2">Jewellery Rendering</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to
1. Define nature of diamonds and gemstones
2. Specify cuts of diamonds and gemstones
3. Create designs using gemstones</td><td>Studded jewellery

• Introduction to the precious and semi-precious gemstones
• Fancy cuts and shapes of diamonds and gemstones
• Older ways of cutting and polishing of diamonds
• Colour variation in the gemstones
• Sizes and weights of diamond and gemstone
• Faceted and cabochon stone
• Stone faceting and stone rendering (RBC, Princess, marquise,</td><td></td></tr>
</table>

		oval, pear, baguette, tapper baguette, trillion, emerald) • Various ways of rendering faceted and cabochon gemstone	
Module 3	Various Setting Techniques		1
	Learning Outcomes	**Module Content**	
	1. Define various setting and Apply appropriate Settings as per the design requirement 3. Demonstrate setting ideas 4. Create designs using unusual setting ideas 5. Identify settings used in history	• Evolution in the cuts and facets of gemstones and diamonds • Explore old ways of setting diamonds and gemstones • Manufacturing techniques of setting stones. • Ways of Using gemstones and diamonds to design a studded jewellery • Various types of setting • (prong, bezel, channel, flush, pave, illusion, invisible) •	
Module 4	Design various style of jewellery		1
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to • Identify styles of necklaces • Create necklace using measurements according to the styles • Produce designs as per the design brief • Create relevant designs using fabrication parameters	• Designing various styles of necklaces • Trends and styling of necklaces • Basic templates of creating necklaces • Tapering necklaces • Round necklace • V-shape • U- shape • Choker designing • Styles used in domestic and internation market • Designing on the brief	

Assignments/ Activities towards CCE

1. Designing gold jewellery. A various product categories using standard measurements- Necklaces, Rings, bangles, bracelets – (students to make minimum 10 sketches in each category and finalize 1 in each of the above-mentioned product list)
2. Render these in yellow, white and rose gold
3. Design 3 pendant sets with variation of gemstones and diamonds (free to use unusual cuts and shapes, precious and semi-precious gemstones) use of cabochon, pearls or beads) (design as per the brief given).
4. Design V-shape, U-shape, tapper necklaces with variation in styling (like choker, lariat, matinee

Note: Students pay attention to the size of the diamonds and gemstones.
Use standard sizes while designing products.

Design has to be relevant to the brief. Create designs keeping fabrication in mind

References

21 Different Types of Necklaces (Plus Interesting Facts) (threadcurve.com)
Gemstone Setting: Techniques and Selection Secrets (amusejewelry.com)
Jewelry Stone Settings: A Complete Guide - Jewepiter
Your Guide To Jewellery Stone Setting Types - BIRON® Gems (biron-gems.com)

Semester III

Course code 30144523	**Course Name** Metal Studies for Jewelry - (Pr)		**Crs 2**
Course Outcome	After going through the course, learners will be able to 1. Demonstrate the fundamental principles of metallurgy as it applies to jewelry 2. Define key concepts in metallurgy, including metal, alloy, and crystalline structure. 3. Identify master alloys used for different carats and colors. 4. Describe the composition and density of various gold alloys. 5. Implement the process of BSI Hallmarking & testing of gold.		
Sr. No.	**Module Outcomes**	**Course Contents**	**Cr.**
Module 1	**INTRODUCTION OF METALLURGY & QUALITY CONTROL**		1
	Learning Outcomes	**Module Content**	
	1. Learn the fundamentals of metallurgy, including the properties and structure of precious metals. 2. Learn the process of raising and lowering the karat in gold alloys and the importance of metal density. 3. Define what is metals, alloys, and crystals are, and understand their crystalline structures. 4. Identify the master alloys used for different carats and colors in jewelry making.	• Introduction to Metallurgy (Precious Metal) • What is Metal • What is an Alloy • What are Crystals • Raising & Lowering of Karat • Composition of Gold Alloys • Density of metals	

	5. Explain the importance of heat treatment in jewelry making. 6. Describe the processes of quenching, annealing, hardening, and tempering. 7. Analyze the effects of heat treatment on the physical properties of metals. 8. Apply quality control measures to identify and rectify defects in jewelry.	• Master alloys for different carat and colors • Importance Of Quenching, • Annealing, Hardening and Tempering • Quality Control Importance of Q.C. Q.C. Check • Types Of Defects – Soldering, Setting and Polishing	
Module 2	**METALS & ALLOYS**		1
	Learning Outcomes	**Module Content**	
	1. Learn various casting methods and their applications in jewelry manufacturing. 2. Create and interpret jewelry manufacturing flowcharts. 3. Identify and analyze process parameters and casting defects 4. Perform techniques such as drawing, shaping, cutting, grinding, and polishing. 5. Demonstrate the processes and importance of gold and rhodium plating and electro polishing. 6. Implement dust collection methods in a jewelry workshop. 7. Analysis the significance of assaying and hallmarking in the jewelry industry 8. Recognize the importance of dust collection and refining processes. 9. Learn the techniques for rectification, recovery, refining, and recycling of gold 10. Identify customer perspectives and the role of BIS in hallmarking.	• Investment castings, Sand castings • Jewelry manufacturing flowcharts Process parameters, casting defects, • Drawing, shaping • cutting, grinding, polishing • Gold and rhodium plating, Electro polishing • Recovery Refining • Gold Recycling • Dust Collection Methods • Refining Processes • Assaying & Hallmarking • Gold Assaying and Its Importance • Methods & Difficulties	
Assignments/ Activities towards CCE			
1. Lowering and Rasing carat formula practice. 2. Ppt Presentation on given topic 3. MCQ Question bank			

References

- Callister, W. D. (2007). Materials Science and Engineering: An Introduction (7th ed.). Wiley.
- Davis, J. R. (Ed.). (1993). Heat Treatment of Metals. ASM International.
- McCreight, T. (1991). The Complete Metalsmith: An Illustrated Handbook. Davis Publications.
- Mann S." Design and Make Colored Aluminum Jewellery" A & C Black 2010
- Van M L." Masters Gold: Major Works by Leading Artists" Lark Books 2006

Semester III

<table>
<tr><td>Course code
30344521</td><td colspan="2">Course Name
Digital illustration – I (Pr)</td><td>Crs 4</td></tr>
<tr><td>Course Outcome</td><td colspan="2">After going through the course, learners will be able to
1. Demonstrate proficiency in using industry-standard digital tools to visualize, construct, and refine jewellery design concepts.
2. Apply principles of form, symmetry, and detailing to create technically accurate digital jewellery sketches and illustrations.
3. Evaluate and manipulate visual elements such as textures, and materials to enhance the realism of digital jewellery renders.
4. Create professional presentations of digital jewellery design compositions suitable for global markets and industry standards.</td><td></td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Basics & Jewellery Shape Drawings</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to
1. Identify and describe the essential tools and interface components of vector based application applicable to jewellery design.
2. Construct foundational jewellery forms using geometric shapes.
3. Apply symmetry and pathfinder operations to develop clean, accurate jewellery base structures.
4. Organize digital artworks using layers, grouping, and alignment for modular and editable design compositions.</td><td>● Introduction to digital jewellery design: scope, relevance, and industry practices.
● Interface, tools, and workspace management in vector based application.
● Understanding vector vs. raster graphics in the context of jewellery design.
● Geometrical construction of basic jewellery components (beads, chains, settings).
● Developing symmetrical shapes using grid, guides, and pathfinder tools.
● Freehand drawing with the pen tool for organic jewellery forms.
● Layering, grouping, and managing objects for</td><td></td></tr>
</table>

<table>
<tr><td></td><td></td><td>complex design structures.
● File saving formats, resolution settings, and output types for further use.</td><td></td></tr>
<tr><td>Module 2</td><td colspan="2">Jewellery Drawings</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to
1. Design detailed jewellery pieces including rings, earrings, pendants, and bangles using advanced Illustrator techniques.
2. Integrate traditional and contemporary motifs into complex jewellery compositions with precision and creativity.
3. Manipulate strokes, fills, gradients, and vector brushes to enhance dimensionality and visual impact.
4. Compile presentation-ready digital design sheets using proper formatting, layout, and export settings.</td><td>● Conceptualizing and planning digital jewellery compositions.
● Creating detailed forms: rings, pendants, earrings, and bangles.
● Precision drawing of prongs, bezels, filigree, and ornamental motifs.
● Integration of traditional motifs with contemporary design elements.
● Applying line weights, strokes, and fills for dimension and clarity.
● Custom brush creation for decorative elements and stone textures.
● Color palettes and gem simulation through gradients and transparencies.
● Presentation boards and layout formatting for design documentation.</td></tr>
<tr><td>Module 3</td><td colspan="2">Image Editing & Texture Creation</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to
1. Demonstrate proficiency in basic image editing tools for refining scanned or digital jewellery sketches.
2. Create realistic metal and gemstone textures through the application of filters, blending modes, and brush tools.
3. Analyze image properties and modify contrast, color, and resolution for optimal visual clarity.
4. Develop custom patterns and overlays for surface detailing and use in digital renderings.</td><td>● Raster based application interface, layers, masks, and blending modes.
● Cleaning and enhancing scanned jewellery sketches for digital use.
● Adjusting color balance, contrast, and saturation for visual clarity.
● Extracting elements using selection tools and image correction techniques.
● Creating metal textures (gold, silver, platinum) from scratch.
● Developing stone textures (diamond, ruby, emerald, pearl, etc.).</td><td></td></tr>
</table>

		• Exporting textures for integration into Illustrator or rendering workflows.	
Module 4	**Rendering and Enhancing Jewellery Designs**		1
	Learning Outcomes	**Module Content**	
	learning the module, learners will be able to 1. Apply shading, and texture blending techniques to render photorealistic jewellery visuals. 2. Use the layer styles, smart objects, and advanced editing tools to enhance depth and material effects. 3. Evaluate the quality and realism of rendered jewellery visuals and make informed improvements.	• Compositing vector art with textures and lighting in raster based application. • Shadowing, reflection, and glow techniques for realism. • Layer styles for embossing, inner glow, and bevel effects. • Photo-retouching jewellery renders for presentations. • Simulating depth and material variation using dodge, burn, and smudge tools. • Creating high-fidelity mockups for presentations and market testing. • Introduction to smart objects for non-destructive rendering workflow. • Preparing final artwork for print and digital publishing.	
Assignments/ Activities			
1. Create a variety of basic and complex jewellery shapes 2. Develop precise faceted views to represent gemstone cuts and metal surface reflections. 3. Design and digitally illustrate: Earrings, Pendants, Choker Neckpiece, Brooches, Rings 4. Create realistic gemstone textures & apply these textures to different gemstone shapes to simulate realistic jewellery visuals. 5. Compile all the completed assignments into a single, professionally formatted presentation file (PDF or layered PSD/AI file), including Title pages for each section, Brief captions or design notes, Consistent layout and alignment Note: Students pay attention to the size of the Jewellery. Use standard sizes while designing products. Design has to be relevant to the brief. Create designs keeping fabrication in mind.			

References

Jewellery Illustration and Design, Vol.2: From the Idea to the Project
by Manuela Brambatti & Vinci Cosimo

Semester III

<table>
<tr><td>Course code
30444511</td><td colspan="2">Course Name
Precious and Semi-Precious Stones (Pr)</td><td>Crs

2</td></tr>
<tr><td>Course Outcome</td><td colspan="2">After going through the course, learners will be able to
1. Identify various types of gemstones and their characteristics
2. Learn basic terminology related to gemology, such as cut, color, clarity, and carat weight.
3. Demonstrate gemological tools and techniques to accurately assess and evaluate gemstones
4. Describe the different types of gem treatments and enhancements and their effects on gemstones.</td><td></td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Introduction to Gemology & Instruments and their applications.</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to
1. Apply knowledge of gemstone properties to assess quality and authenticity
2. Learn basic terminology related to gemology, such as cut, color, clarity, and carat weight.
3. Explain the formation and geological processes that create different types of gemstones
4. Summarize the classification systems used in gemology
5. Differentiate between natural and synthetic gemstones based on their physical and optical properties.
6. Demonstrate how to use gemological tools
7. Conduct basic gemological tests to identify gemstones</td><td>● Introduction of Gemology
● Introduction to type of cuts & shapes
● Types Of Rocks, Minerals and Gem Minerals
● Properties of Mineral/Gemstones
● Beauty, Durability and Rarity Of Gemstones
Instruments to use in gemology
● Dichroscope
● Principle
● Construction and working Isotropic and Anisotropic stones Dichroism and trichrome
● Polaris cope
● Principle
● Construction and working S.R., D.R., A.G.G. & A.D.R stone
● Optic character of gemstone Uniaxial and Biaxial optic signs Use of konoscope
● Refractometer
● Spectroscope
● Visual Identification</td></tr>
</table>

<table>
<tr><td>Module 2</td><td colspan="2">Types of Gemstones and their structure</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to
1. classification of gemstones into inorganic, organic, and gem rocks
2. crystalline and cryptocrystalline quartz, garnet, feldspar, tourmaline, and other gemstones.
3. Explain the difference between inorganic and organic gemstones.
4. Identify and classify various gemstones based on their physical characteristics and origin.
5. Explain the differences between natural, synthetic, and imitation gemstones.
6. Demonstrate the ability to distinguish between different synthesis methods based on inclusions and growth patterns.
7. techniques of synthetic diamonds and colored stones.
8. Differentiate synthetic gemstones from natural ones through microscopic observation.</td><td>• Various Types Of Gems: Inorganic Gems Like Crystalline And Cryptocrystalline Quartz, Garnet, Feldspar, Tourmaline, Topaz, Peridot, Chrysoberyl’s Cat’sEye, Alexandrite, Spinel, Zircon, Turquoise, Malachite, Diopside, Iolite, Tanzanite, Apatite And Other Rare Stones.
• Organic Gemstone Like Pearl, Ivory, Amber, Coral, Jet Gem Rock Like Lapis Lazuli
• Synthesis Of Diamonds and Color stones
• Identification Of Synthetic
• Synthetics, Treated & Imitations
• Certification Practice</td><td></td></tr>
<tr><td colspan="4">Assignments/ Activities towards CCE</td></tr>
<tr><td colspan="4">1. Lab assessment of identification of gemstone
2. Navratna chart of gemstones.
3. PPT presentation of natural and synthetic gemstones.</td></tr>
</table>

References

Hughes, R. W. (2018). *The book of gems*.
Hughes, R. W. (2017). *Gem identification made easy: A hands-on guide to more confident buying and selling*.
Liddicoat, R. W. (2005). *Gemology* (6th ed.). Gemological Institute of America (GIA).
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Read, P. (2005). *Gemology*. Butterworth-Heinemann.
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Semester III

<table>
<tr><td>Course code
30444512</td><td colspan="2">Course Name
Traditional Indian Jewelry</td><td>Crs 2</td></tr>
<tr><td>Course Outcome</td><td colspan="2">After going through the course, learners will be able to
7. Understand traditional Indian jewelry
8. Explain the cultural and historical significance of traditional Indian jewelry.
9. Demonstrate basic techniques used in traditional Indian jewelry making.
10. Compare different regional styles of traditional Indian jewelry.
11. Design a piece of jewelry inspired by traditional Indian styles.</td><td></td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Fundamentals of Jewelry</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to
6. Identify various types of traditional Indian jewelry
7. List the techniques used in manufacturing jewelery.
8. Examine the role of traditional jewelry in contemporary fashion.</td><td>Introduction to Traditional Indian Jewelry
• Historical evolution and cultural significance
• Materials and techniques used like Metals (gold, silver, etc.) Gemstones and their meanings.
Explore regional Styles
• North Indian jewelry
• South Indian jewelry
• East and West Indian jewelry
Iconography and Symbolism
• Common motifs and their meanings
• Religious and cultural symbols
• Visit to a local jewelry museum or workshop
• Interview with a traditional jeweler</td></tr>
<tr><td>Module 2</td><td colspan="2">Advanced Techniques and Contemporary Practices</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to
5. List advanced techniques used in traditional Indian jewelry making
6. Describe the impact of modern influences on traditional Indian jewelry.
7. Utilize advanced techniques in creating traditional Indian jewelry.</td><td>Advanced traditional techniques from various parts of India
• Filigree work
• Enameling
• Tarakashi
• Theva jewellery
• Bidari work
• Inlay work
Modern Influences
• Fusion styles
• Global trends
• Technological advancements</td></tr>
</table>

	8. Critique the integration of traditional and modern elements in jewelry design. 9. Develop a contemporary jewelry piece inspired by traditional designs.	Contemporary Applications • Traditional jewelry in modern fashion • Celebrity and bridal jewelry trends Ethical Practices • Sustainable sourcing • Fair trade practices	
Assignments/ Activities towards CCE			
7. Design a contemporary jewelry piece incorporating traditional techniques. 8. Analyze the work of a contemporary jewelry designer who uses traditional Indian elements. 9. Discuss the ethical implications of sourcing materials for traditional jewelry. 10. Make a project report on the traditional techniques explored 11. Make a presentation and present the same			

References

Bernadette van Gelder. (2018). Traditional Indian Jewellery: The Golden Smile of India. Covers legends behind traditional Indian jewelry, exploring its significance and spiritual importance. ACC Art Books Publications.

Oppi Untracht. (2008). Traditional Jewelry of India: culmination of over 30 years of research on personal adornment significance in India. Thames & Hudson publications

Semester III

<table>
<tr><td>Course code
31344501</td><td colspan="2">Course Name
Field work ON Indian Jewelry</td><td>Crs 2</td></tr>
<tr><td>Course Outcome</td><td colspan="2">1. Describe the historical evolution of Indian jewelry.
2. Define the cultural significance of different jewelry styles across India.
3. Analyze the materials and techniques used in Indian jewelry.
4. Synthesize their findings into a detailed fieldwork report.
5. Evaluate the authenticity and craftsmanship of jewelry pieces.</td><td></td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Introduction to Indian Jewelry and Field Work</td><td></td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>1. Identify various types of traditional Indian jewelry and their historical significance.
2. Explain the cultural and regional variations in Indian jewelry.
3. Demonstrate basic fieldwork techniques for studying jewelry artifacts.</td><td>● Introduction to Indian Jewelry
● Historical overview of Indian Jewellery (Pre-historical, cave period, indus vally civilization, Gupta period, Mauryan Empire, Mughal era, British period)
● Types of traditional jewelry (e.g., Kundan, Meenakari, Temple jewelry)
● Regional variations (e.g., North Indian, South Indian, East Indian, West Indian)
Field Work documentation techniques
● Basics of fieldwork in jewelry studies
● Documentation methods (e.g., photography, sketching, note-taking)
● Ethical considerations in fieldwork</td></tr>
<tr><td>Module 2</td><td colspan="2">Advanced Field Work and Analysis</td><td></td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>1. Analyze the materials and techniques used in traditional Indian jewelry.
2. Frame the comprehensive fieldwork report on a selected jewelry piece or collection.
3. Critically evaluate the authenticity and craftsmanship of jewelry artifacts.</td><td>Materials and Techniques
● Common materials used (e.g., gold, silver, gemstones)
● Traditional techniques (e.g., filigree, enameling, stone setting, Kundan, Polki, Theva and many more)
Field Work Report
● Visit to the museum or similar places
● Structuring a fieldwork report
● Integrating visual and textual documentation
● Presenting findings and conclusions
Evaluation of Jewelry</td></tr>
</table>

		• Criteria for evaluating authenticity • Assessing craftsmanship and quality • Identifying modern reproductions and fakes	

Assignments/ Activities towards CCE

1. Fieldwork Documentation and material and Technique Analysis
2. Conduct a fieldwork study on a local jewelry store or artisan or any of the traditional Indian jewellery or a museum.
3. Document the types of jewelry, materials used, and techniques observed. Use photographs, sketches, and detailed notes and include visual aids.
4. Apply fieldwork techniques and document findings effectively and design a suitable jewelelry piece.
5. Additional Activities
6. Group Discussion: Organize a group discussion on the cultural significance of different regional jewelry styles in India.
7. Presentation: Prepare a presentation on the ethical considerations in jewelry fieldwork.
8. **Note**
9. These assignments should help students achieve the learning and course outcomes while engaging deeply with the subject matter.

Semester IV

Course code 40144521	**Course Name** Advance Manufacturing - I		**Crs**
Course Outcome	After going through the course, learners will be able to 1. Learn how to create hollow sphere with help of dapping punch & die block. 2. Compare the effectiveness of different tools for specific metal setting techniques 3. Identify different metal setting techniques used in various jewelry designs 4. Design a piece of jewelry using a chosen metal setting technique that meets specific aesthetic and functional requirements. **5.** Troubleshoot and solve common problems that arise during the jewelry making process.		
Sr. No.	**Module Outcomes**	**Course Contents**	**Cr.**
Module 1	**Hand Craft Jewellery Techniques**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Importance of Planning and Marking on precious metal	• Calculation of lowering and raising karat • Alloying - (purpose of Alloying, alloys, Weighing the metal, preparing the ingots, melting, pouring.	

	2. Achieve desired metal compositions applying formulas in jewelry manufacturing. 3. Hands on assemble jewelry components effectively using soldering joints 4. Demonstrate hollow sphere with help of dapping punch & die block.	● How to calculate the diameter of the circle for the hemisphere by using the formula ● Demonstrate Doming 2 hemispheres with help of dapping punch & die block. ● Soldering 2 hemispheres.	
Module 2	**Bezel Forming box**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Achieve desired metal compositions applying formulas in jewelry manufacturing 2. Achieve round shape with using proper tools 3. Hands on assemble jewelry components effectively using soldering joints 4. Learn how to make box fitting.	● Calculation of lowering and raising karat ● Alloying - (purpose of Alloying, alloys, Weighing the metal, preparing the ingots, melting, pouring ● Calculating the length of bezel, saw the metal strips of respective dimensions ● Remove extra solder & file properly to maintain the profile of bezel ● Make rounds according to the size with the help of bezel mandrel. ● Demonstration of Technical Exercises based on the lab assignment. ● Demonstration on surface filing & emery finishing with the help of required tools & consumables.	
Module 3	**Introduction on Metal Setting**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Implement safety practices while performing metal setting tasks 2. Describe the importance of metal setting in creating secure and aesthetically pleasing jewelry pieces. 3. Explain how metal settings contribute to the overall functionality and appearance of jewelry.	● What is metal setting ● What are the types of metal setting ● Introduction of tools to use in settings ● Importance of metal settings ● Safety precaution ● Introduction of gravers ● Demonstration on sharpening gravers ● Shellac stick preparation & fixing the ornament in shellac	

	4. Explain the characteristics and uses of each type of metal setting. 5. Explain the purpose of using shellac in metal setting and describe the process of preparing shellac sticks and using them to fix ornaments 6. Identify the basic steps involved in sharpening gravers		
Module 4	**Prong & Bezel Setting**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Develop a toolkit of essential tools for metal setting based on specific needs and preferences. 2. Judge the effectiveness of different metal setting methods in achieving desired jewelry outcomes. 3. Acquire skills in Prong & bezel forming shapes, and soldering joints 4. Develop comprehensive skills in Setting Precious and semiprecious Gemstone. 5. Demonstration on surface filing & finishing with the help of required tools & consumables.	Introduction of tools for prong setting ● Used in which type of jewelry ● Steps to follow for prong setting ● Introduction of diamonds measurements ● Demonstration of prong setting ● Introduction of tools for bezel setting ● Used in which type of jewelry ● Steps to follow for bezel setting ● Introduction of diamonds measurements ● Demonstration bezel setting ● Polishing	

Assignments/ Activities towards CCE

1. Exercise no 1 --- Completion of the exercise using manufacturing technique in handmade jewelry (1pcs in Silver)
2. Exercise no 2 -Completion of the exercise using manufacturing technique in handmade jewelry (1pcs in Silver)
3. Exercise no 3 Prong Setting --- Completion of the exercise using manufacturing technique in handmade jewelry (1pcs in brass/ copper sheet/ Silver Sheet)
4. Bezel Setting Exercise no 4----Complete the exercise as per the given sheet or instruction. (1pcs in silver sheet)
5. Stamping Frame and component making ---- complete the exercise as per the given sheet or instruction. (1pcs in silver sheet)

References

Gormley, A. (2003). *The complete metalsmith: An illustrated handbook*. Davis Publications.

Keystone, S. (2008). *Practical jewelry making*. Springer.
Murray, C. (2014). *Jewelry: Concepts and technology*. Routledge.
McCreight, T. (2017). *The complete metalsmith: An illustrated handbook*. Craftsmans Press.
Olver, E. (2011). *The art of jewelry design: Principles of design, rings, and earrings*. Thames & Hudson.
Revere, A. (2000). *Professional goldsmithing: A comprehensive guide to traditional and contemporary techniques*. Revere Academy Press.
Untracht, O. (1994). *Jewelry concepts and technology*. Doubleday.

Semester IV

<table>
<tr><td>Course code
40144522</td><td colspan="2">Course Name
Advance Jewelry Design – II (Pr)</td><td>Crs 4</td></tr>
<tr><td>Course Outcome</td><td colspan="2">After going through the course, learners will be able to
1. Define the purpose and importance of technical drawings in jewellery design.
2. Draft jewelelry designs with technical views.
3. Apply skills of transforming designs from 2D to 3D
4. Explore essential tools such as setsquares, pencils and paper.
5. Apply technical drawing techniques to design views of the products
6. Demonstrate manufacturing techniques to design products
7. Define styles of rings
8. Define styles of earrings</td><td></td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">jewellery designs from 2diamontional to 3 dimensional</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to
1. Use methodology of transforming jewellery designs from 2diamontional to 3 dimensional
2. Demonstrate designs in perspective view
3. Implementation of one point, two-point</td><td>● Introduction to the technical drawing Setsquare handling practices
● Technical drafting using various methodology
● Designing using 30°,45°, 60° projection methods
● Understand one-point perspective
● Understand two- point perspective</td></tr>
</table>

	perspective to create designs	• Transform designs using basic shapes and forms	
Module 2	**Perspective view to draw jewellery**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to Demonstrate methodology of perspective view to draw jewellery products Implement the process of projecting designs in orthographic view Apply accuracy and precision to design views	• Need of orthographic projection • Use of orthographic projection in the jewellery • Learn to handle set square • Drafting the format • Illustration of orthographic view • Understand and execute methodology • Creating front, top and side views • Types of rings/ shank (flat band, concave band, convex band, contour band, knife edge, eternity band, solitaire ring, three stone ring) • Construct rings • Rings anatomy • Stylings in ring's gallery and look	
Module 3	Isometric projection		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Understanding isometric projection 2. Creating products in isometric drawing 3. Differentiating isometric projections than other forms of technical projections 4. Explore how isometric projections are used in jewellery sketching 5. Using ellipses techniques 6. Applying projections to showcase various angles	• Introduction to the isometric projection • Differentiation of perspective, orthographic and isometric projection • Basic concept of isometric • Axonometric method and drafting • Various planes and projections • Visual representation of isometric view • Methodology and ways of drawing the cubes, cuboids and ellipses • Construction of collet • Creating accurate and visually appealing representation • Step by step process of creating views • Drafting product categories	

<table>
<tr><td>Module 4</td><td colspan="2">Styles of rings</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to
1. Define the styles of rings
2. Explore the components of rings such as shank, settings, prongs and bands
3. Define the styles of earrings
4. Explore the finding of earrings</td><td>• Anatomy of ring
• Concepts of gallery
• Stylization as per the country demands
• Elaborate the styles of rings such as wedding bands, eternity bands, solitaire rings, men’s rings, anniversary bands, fashion bands, birthstone rings, engagement rings, cross over, bypass bands, stackable and many more.
• Types of earrings
• Standard measurements and sizes
• Concept designing for the earrings
• Stylization of designs as per the trends and demand
• Categorization into Traditional, innovative and contemporary designs
• Categories as per the jhumkas, studs, chandelier, stilettoes, balis, hoops, danglers</td></tr>
<tr><td colspan="4">Assignments/ Activities towards CCE</td></tr>
<tr><td colspan="4">1. Create a detail perspective view in one point and two points of the given objects.
2. Cubes, cuboids, cylinder, cone, sphere, pyramid with various projection with changed angles.
3. Create front side and top view of flat band, concave band, convex band, contour band, knife edge, eternity band, solitaire ring, three stone ring
4. Construct an isometric view of cube, cuboid, cylinder, cone, pyramid
5. Construct an ellipses of different sizes and measurements
6. Design bangles, bands and hoops using this technique</td></tr>
</table>

References

Isometric Orthographic Drawing: Books - AbeBooks
Jewellery Illustration and Design: Techniques for Achieving Professional
Mastering Orthographic Drawing: A Guide for Jewellers
Modern Technical Drawing” by George Ellis
Results by Manuela Brambatti (Author), Cosimo Vinci (Author)

Semester IV

<table>
<tr><td>Course code
40144513</td><td colspan="2">Course Name
Gemology</td><td>Crs

4</td></tr>
<tr><td>Course Outcome</td><td colspan="2">After going through the course, learners will be able to
1. Identify various types of gemstones and their characteristics
2. Learn basic terminology related to gemology, such as cut, color, clarity, and carat weight.
3. Demonstrate gemological tools and techniques to accurately assess and evaluate gemstones
4. Describe the different types of gem treatments and enhancements and their effects on gemstones.</td><td></td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Introduction to Gemology</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to
1. Apply knowledge of gemstone properties to assess quality and authenticity
2. Learn basic terminology related to gemology, such as cut, color, clarity, and carat weight.
3. Explain the formation and geological processes that create different types of gemstones
4. Summarize the classification systems used in gemology</td><td>● Introduction of Gemology
● Introduction to type of cuts & shapes
● Types Of Rocks, Minerals and Gem Minerals
● Properties of Mineral/Gemstones
● Beauty, Durability and Rarity Of Gemstones
● World Occurrence of Gem Minerals and their Specialties
●</td><td></td></tr>
<tr><td>Module 2</td><td colspan="2">Instruments and their applications.</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to
1. Differentiate between natural and synthetic gemstones based on their physical and optical properties.
2. Demonstrate how to use gemological tools
3. Conduct basic gemological tests to identify gemstones.</td><td>Instruments to use in gemology
● Dichroscope
● Principle
● Construction and working Isotropic and Anisotropic stones Dichroism and trichrome
● Polaris cope
● Principle
● Construction and working S.R., D.R., A.G.G. & A.D.R stone
● Optic character of gemstone Uniaxial and Biaxial optic signs Use of konoscope
● Refractometer
● Spectroscope
● Visual Identification</td><td></td></tr>
</table>

<table>
<tr><td>Module 3</td><td colspan="2">Types of Gemstones and their structure</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>1. classification of gemstones into inorganic, organic, and gem rocks
2. crystalline and cryptocrystalline quartz, garnet, feldspar, tourmaline, and other gemstones.
3. Explain the difference between inorganic and organic gemstones.
4. Describe the basic properties and origins of common gemstones like topaz, spinel, pearl, and amber.
5. Identify and classify various gemstones based on their physical characteristics and origin.</td><td>• Various Types Of Gems: Inorganic Gems Like Crystalline And Cryptocrystalline Quartz, Garnet, Feldspar, Tourmaline, Topaz, Peridot, Chrysoberyl’s Cat’sEye, Alexandrite, Spinel, Zircon, Turquoise, Malachite, Diopside, Iolite, Tanzanite, Apatite And Other Rare Stones.
• Organic Gemstone Like Pearl, Ivory, Amber, Coral, Jet Gem Rock Like Lapis Lazuli</td><td></td></tr>
<tr><td>Module 4</td><td colspan="2">Synthetic Diamonds</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>1. Explain the differences between natural, synthetic, and imitation gemstones.
2. Demonstrate the ability to distinguish between different synthesis methods based on inclusions and growth patterns.
3. Compare and contrast the properties and growth techniques of synthetic diamonds and colored stones.
4. Design a basic flowchart to classify stones based on their synthesis method and observable properties.
5. Describe the principles and techniques used in identifying synthetic gemstones.
6. Differentiate synthetic gemstones from natural ones through microscopic observation.</td><td>• Synthesis Of Diamonds and Color stones
• Identification Of Synthetic
• Synthetics, Treated & Imitations
• Certification Practice</td><td></td></tr>
<tr><td colspan="4">Assignments/ Activities towards CCE</td></tr>
<tr><td colspan="4">1. Lab assessment of identification of gemstone
2. Navratna chart of gemstone.
3. PPT presentation of natural and synthetic gemstones.</td></tr>
</table>

References

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Hughes, R. W. (2017). *Gem identification made easy: A hands-on guide to more confident buying and selling*.
Liddicoat, R. W. (2005). *Gemology* (6th ed.). Gemological Institute of America (GIA).
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Read, P. G. (2005). *Gems and gemology: A comprehensive guide to the nature, identification, and evaluation of gemstones*. Springer.
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Webster, R. (2004). *Introduction to gemology*. Robert Webster.

Semester IV

<table>
<tr><td>Course code
40444511</td><td colspan="2">Course Name
Precious and Semi-Precious Stones (Pr)</td><td>Crs

2</td></tr>
<tr><td>Course Outcome</td><td colspan="2">After going through the course, learners will be able to
5. Identify various types of gemstones and their characteristics
6. Learn basic terminology related to gemology, such as cut, color, clarity, and carat weight.
7. Demonstrate gemological tools and techniques to accurately assess and evaluate gemstones
8. Describe the different types of gem treatments and enhancements and their effects on gemstones.</td><td></td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Introduction to Gemology & Instruments and their applications</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to
1. Apply knowledge of gemstone properties to assess quality and authenticity
2. Learn basic terminology related to gemology, such as cut, color, clarity, and carat weight.
3. Explain the formation and geological processes that create different types of gemstones
4. Summarize the classification systems used in gemology</td><td>● Introduction of Gemology
● Introduction to type of cuts & shapes
● Types Of Rocks, Minerals and Gem Minerals
● Properties of Mineral/Gemstones
● Beauty, Durability and Rarity Of Gemstones
Instruments to use in gemology
● Dichroscope
● Principle</td></tr>
</table>

	5. Differentiate between natural and synthetic gemstones based on their physical and optical properties. 6. Demonstrate how to use gemological tools 7. Conduct basic gemological tests to identify gemstones	• Construction and working Isotropic and Anisotropic stones Dichroism and trichrome • Polaris cope • Principle • Construction and working S.R., D.R., A.G.G. & A.D.R stone • Optic character of gemstone Uniaxial and Biaxial optic signs Use of konoscope • Refractometer • Spectroscope • Visual Identification	
Module 2	**Types of Gemstones and their structure**		1
	Learning Outcomes	**Module Content**	

	After learning the module, learners will be able to 1. classification of gemstones into inorganic, organic, and gem rocks 2. crystalline and cryptocrystalline quartz, garnet, feldspar, tourmaline, and other gemstones. 3. Explain the difference between inorganic and organic gemstones. 4. Identify and classify various gemstones based on their physical characteristics and origin. 5. Explain the differences between natural, synthetic, and imitation gemstones. 6. Demonstrate the ability to distinguish between different synthesis methods based on inclusions and growth patterns. 7. techniques of synthetic diamonds and colored stones. 8. Differentiate synthetic gemstones from natural ones through microscopic observation	• Various Types Of Gems: Inorganic Gems Like Crystalline And Cryptocrystalline Quartz, Garnet, Feldspar, Tourmaline, Topaz, Peridot, Chrysoberyl's Cat'sEye, Alexandrite, Spinel, Zircon, Turquoise, Malachite, Diopside, Iolite, Tanzanite, Apatite And Other Rare Stones. • Organic Gemstone Like Pearl, Ivory, Amber, Coral, Jet Gem Rock Like Lapis Lazuli • Synthesis Of Diamonds and Color stones • Identification Of Synthetic • Synthetics, Treated & Imitations • Certification Practice	
Assignments/ Activities towards CCE			
1. Lab assessment of identification of gemstone 2. Navratna chart of gemstones. 3. PPT presentation of natural and synthetic gemstones.			

References

Hughes, R. W. (2018). *The book of gems*.
Hughes, R. W. (2017). *Gem identification made easy: A hands-on guide to more confident buying and selling*.
Liddicoat, R. W. (2005). *Gemology* (6th ed.). Gemological Institute of America (GIA).
Read, P. G. (2020). *Gemology***.**
Read, P. G. (2005). *Gems and gemology: A comprehensive guide to the nature, identification, and evaluation of gemstones*. Springer.
Webster, R. (2008). *Gemology* (3rd ed.). Wiley.
Read, P. (2005). *Gemology*. Butterworth-Heinemann.
Schumann, W. (2009). *Gemstones of the world*. Sterling Publishing.
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Semester IV

<table>
<tr><td>Course code
40444521</td><td colspan="2">Course Name
Jewelry Essentials (PR)</td><td>Crs 2</td></tr>
<tr><td>Course Outcome</td><td colspan="2">After going through the course, learners will be able to
1. Analyze the different types of jewelry and their historical and cultural significance.
2. Analyze the jewelry making tools and materials safely and effectively.
3. Demonstrate fundamental techniques such as sawing, filing, soldering, and polishing.
4. Design original jewelry pieces using various materials.</td><td></td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Fundamentals of Jewelry</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to
1. Analyze significance of jewelry history, including its roles in religion, fashion, status, and adornment. Explore how historical jewelry styles and motifs continue to influence contemporary jewelry design
2. Develop observational skills for accurately depicting three-dimensional objects in drawings.
3. Explore motifs inspired by nature, geometry, culture, and historical references.
4. Demonstrate the skills in depicting surface textures, reflections, and highlights to enhance the realism of jewelry renderings.</td><td>● History of Indian and western jewelry
● Basic line and object drawing
● Motif Creation & design pattern using principles
● Shading & Rendering
● Design ring pendants, earring and necklace.</td></tr>
<tr><td>Module 2</td><td colspan="2">Introduction of Tools, Vernier Caliper, Formulas & Practice</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>1. Describe common tools and equipment used in jewelry making, including hand tools, bench tools, and machinery
2. Demonstrate the skills for marking in jewelry making to achieve precise and accurate results.
3. Practice soldering exercises such as butt joints, T-joints,</td><td>● Introduction to Tools, Safety Precautions & Workshop
● Orientation of Vernier Caliper
● Calculation of raising and lowering the karat
● Introduction to</td></tr>
</table>

	and lap joints to develop proficiency in soldering techniques 4. Demonstrate proper handling and usage of tools, emphasizing safety practices such as wearing protective gear and handling tools with care. 5. Demonstrate proper techniques for using the Vernier caliper to measure dimensions of objects accurately. 6. Rise or lower the karat value on the properties and characteristics of the resulting alloy. 7. Define the Principles of melting metal and the different methods used in jewelry making, including torch melting, crucible melting, and casting.	melting	

Assignments/ Activities towards CCE
1. Rendering pearls, cabochons, and beads is an essential skill for jewelry designers. Assessment will focus on your ability to accurately depict these elements through drawing. 2. The modern-day cuff bracelet is an open or closed rigid bracelet. On ones which are open, each end often has a ball so that the bracelet stays secure around your wrist. A totally closed bracelet can be snapped shut or you simply have to slide it onto your wrist. 3. Draw different shapes with facets. A diamond cut is a style or faceting used when shaping a diamond Single & Double brilliant cut as well as fancy shaped diamonds. Study of More Information About Different Types of Gem Cuts and Shapes.

References

Crowe, J. (2006). The jeweler's directory of gemstones: A complete guide to appraising and using precious stones from cut and color to shape and settings. Firefly Books.

"McCreight, T. (2010). *The complete metalsmith: An illustrated handbook* (20th anniversary ed.). Davis Publications.

Mentock, D. (2014). The jewelry maker's design book: An alchemy of objects.

Snyder, J. B. (2004). Art jewelry today. Schiffer Publishing.

Untracht, O. (1982). *Jewelry concepts & technology*. Doubleday, North Light Books.

Semester IV

Course code 40744521	**Course Name** Digital Illustration – II (Pr) JEWELLERY SOFTWARE	**Crs 2**
Course Outcome	After going through the course, learners will be able to 1. Recognize the different types of modeling techniques available in Rhino. 2. Describe the purpose and function of various toolbars and panels. 3. Create Simple & Complex Surface Modeling with Practice session.	

<table>
<tr><td></td><td colspan="2">4. Analyze the structure of a complete 3D jewellery model to ensure it meets design specifications
5. Assess the final jewellery design for errors, improvements, and overall aesthetic value.</td><td></td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Introduction to Rhinoceros Software & Tools.</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>1. Identify and list the key characteristics of settings in jewelry
2. Explain the purpose and advantages of using settings in rings, pendants, and earrings.
3. Judge the effectiveness of settings for protecting gemstones in daily wear
4. Design a jewelry piece with a different setting using Rhino software
5. Define the illusion setting and its unique features</td><td>● INTRODUCTION CREATION OF 2D ENTITIES
● Introduction of Tools and Commands
● Wire work creating.2D shape maintaining/ Trim, Extend, Divide
● TRACING PIC BITMAP IMAGE
● Filter, Color, Align, Place
● Proper Pic Tracing
● SURFACE CREATION
● Wire to surface. Patching
● Sweep 2 Rail
● SOLIDE WORK & MODEL CREATION
● Geometric Shape
● Wire 2 Solid / Surface 2 Solid
● Chamfer & Fillet
● Basic Ring. Boolean Union / Boolean Difference
● Bitmap image
● Sizing / Linking
● Bitmap image/background/Rendered Images</td><td></td></tr>
<tr><td>Module 2</td><td colspan="2">BASIC 3 D MODLING</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>1. Identify and list the key characteristics of settings in jewelry
2. Explain the purpose and advantages of using settings in rings, pendants, and earrings.
3. Judge the effectiveness of settings for protecting gemstones in daily wear
4. Design a jewelry piece with a different setting using Rhino software</td><td>● INTRODUCTION ON STONE Modification/Replacement Of Face
● Plate Prong setting RING / PENDANT / EARRING
● Bezel Setting RING / PENDANT / EARRING
● Channel setting RING / PENDANT / EARRING
● Pave setting RING / PENDANT / EARRING
● Flush setting RING / PENDANT / EARRING
● Scooping RING / PENDANT / EARRING</td><td></td></tr>
</table>

	5. Define the illusion setting and its unique features		

Assignments/ Activities towards CCE
1. Design a piece of jewelry 3 Design Each setting (ring pendent earring). In rhino software. 2. Brooch, necklace, and bracelet ---- complete the exercise as per the given sheet or instruction

References

- E Balagurusamy , 2009 "Fundamentals of Computers" , McGraw Hill Education.
- Faulkner Andrew and Chavez Conrad, "Adobe Photoshop CC Classroom in a Book".
- Pradeep K. Sinha & Priti Sinha , 6th edition, "Computer Fundamentals", BPB Publications.

Semester IV

<table>
<tr><td>Course code
41544501</td><td colspan="2">Course Name
Craft Studies</td><td>Crs
2</td></tr>
<tr><td>Course Outcome</td><td colspan="2">After going through the course, learners will be able to
1. Engage with the craft-based communities of any one state of India
2. Identify the eco-system of Craft sector
3. Document the Craft and relevant processes through secondary research</td><td></td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Overview of Craft sector of India</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to
1. Gain knowledge on the Craft sector of India
2. Select a craft based on the present scenario of crafts</td><td>● History of Indian crafts (Jewellery Sector)
● Present scenario of Crafts in the market
● Selection of the Craft
● What is Secondary research and methods
● Utilization of Secondary research for extracting the following information.
- History
- Origin
- Manufacturing process
- Product range
- Search for the “Artisans” working for the craft.
● Initial approach to the “Artisans” for explaining the Project and its importance.</td></tr>
<tr><td>Module 2</td><td colspan="2">Craft Selection & Research</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to
1. Connect to the relevant artisans of the selected craft
2. Conduct secondary research on the selected craft
3. Conduct primary research with artisans to gain insight on the actual craft process</td><td>- Search information for the various Organizations working to preserve the craft.
- NGO
- Government Organization
- Local Outlets
- Retail Brands
- Designer collections/ labels
- E-tail brands
- Interaction with the Artisan for the SWOT analysis associated with the promotion and development of the craft though following methods
- Questionnaire
Interview (Virtually recorded)</td></tr>
</table>

Assignments/ Activities towards CCE
1. Students are required to prepare a research document based on the content from Module 2 2. Students are required to prepare a presentation on all the above points covered in all the modules for the further reference.

References

Cherry,N. (2013) "Jewellery Design & Development :From Concept to Object" Bloomsbury-New York

Chattopadhyay K. (1995), "Handicrafts of India ",Wisdom Tree,New Delhi.

Garg.R. (2020) "Unleashing Jewellery Manufacturing Excellence India Jewellery Excellence Symposium" GJSCI Mumbai

Richter A. (2010) "Jewelry Of Southeast Asia." Thames and Hudson-London

Sharma, R. & Varadarajan (2008) "Handcrafted Indian Enamel Jewellery" Roli Books-Singapore

Untracht, O. (1997)" Traditional Jewelry Of India" Thames and Hudson.-New York

FIS -5 D
B. Design Textile Design

S.No	Courses	Type of Course	Credits	Marks	Int	Ext
	Semester I					
10144411	Introduction to Textile Design (Th/Pr)	Major (Core)	4	100	50	50
10144402	Fundamentals of Design (Pr)	Minor	2	50	50	0
10644401	Drawing and Sketching (Pr)	VSC	2	50	50	0
10444411	Fabrics for Home Fashion & Apparel (Th/Pr)	OEC	4	100	50	50
10444422	Surface Development (Pr)					
10444413	Traditional Weaves of India (Th/Pr)					
10744421	Indian Traditional Embroideries (Pr)	SEC	2	50	0	50
10810111	English For Academic Writing-Paper I (Th) https://sndt.ac.in/pdf/academics/syllabus-as-per-nep/aec-syllabus/ug-degree/ability-enhancement-course.pdf	AEC (To be given by the University)	2	50	0	50
11051111	Inception of Indian Knowledge System (Th) https://sndt.ac.in/pdf/academics/syllabus-as-per-nep/iks-syllabus/ug-degree/inception-of-indian-knowledge-system.pdf	VEC	2	50	0	50
10952111	Introduction to Indian Constitution (Th) https://sndt.ac.in/pdf/academics/syllabus-as-per-nep/vec-syllabus/ug-degree/introduction-to-indian-constitution.pdf	IKS (Generic)	2	50	0	50
	Follow the link as per SNDTWU https://sndt.ac.in/nep2020/syllabus-as-per-nep/cc-syllabus	CC	2	50	50	0
			22	**550**	**250**	**300**
	Semester II					

20144411	Introduction to Weaving (Th/Pr)	Minor 1	4	100	50	50
20144402	Textile Studies (Th)	Minor 2	2	50	50	00
20644421	Professional Computer Skills (Pr)	VSC 1	2	50	0	50
20344421	Textile Testing (Pr)	VSC 2	2	50	0	50
20444421	Surface Development (Pr)	OEC	4	100	50	50
20444412	Traditional Textiles (Th/Pr)					
20744401	Yarn Craft (Pr)	SEC	2	50	50	0
20810111	English for Academic Writing-Paper II https://sndt.ac.in/pdf/academics/syllabus-as-per-nep/aec-syllabus/ug-degree/ability-enhancement-course.pdf	AEC (To be given by the University)	2	50	0	50
20952111	Environment Awareness (Th) https://sndt.ac.in/pdf/academics/syllabus-as-per-nep/vec-syllabus/ug-degree/environment-awareness.pdf	VEC	2	50	0	50
	Follow the link as per SNDTWU https://sndt.ac.in/nep2020/syllabus-as-per-nep/cc-syllabus	CC	2	50	0	50
			22	**550**	**250**	**300**

Exit with UG Certificate with 4 extra credits (44 + 4 credits)

SN	**Courses**	**Type of Course**	**Credits**	**Marks**	**Int**	**Ext**
	Semester III					
30144411	Traditional Woven Textiles (Th)	Major (Core)	4	100	50	50
30144412	Textile Processing (Th)	Major (Core)	4	100	0	50
30144403	Prints in Textiles (Pr)	Major (Core)	2	50	50	0
30344421	Design Thinking (Pr)	Minor Stream	4	100	50	50
30444421	Prints for Textiles PR	OEC	2	50	0	50
30444422	Fabric Styling (Pr)					

30444412	Traditional Textiles of India (Th/Pr)					
30444424	Surface Development (Pr)					
*	Modern Indian Language (Marathi (Th)/Sanskrit (Th)/Hindi (Th)/Gujrati (Th))	AEC (To be given by the University)	2	50	50	0
31344401	Fieldwork on Indian Prints (Pr)	FP	2	50	50	0
	Follow the link as per SNDTWU https://sndt.ac.in/nep2020/syllabus-as-per-nep/cc-syllabus	CC	2	50	50	0
			22	**550**	**300**	**250**
	Semester IV					
40344411	Application of Forecasting in Textile Design (Th/Pr)	Minor	4	100	50	50
40144421	Dobby and Jacquard Basics (Pr)	Major (Core)	4	100	50	50
40144412	Innovations in Textiles (Th/Pr)	Major (Core)	4	100	50	50
40444421	Prints for Textiles (Pr)	OEC	2	50	0	50
40444422	Fabric Styling (Pr)					
40744421	Computerised Embroidery (Pr)	SEC	2	50	0	50
*	Modern Indian Language (Marathi (Th)/Sanskrit (Th)/Hindi (Th)/Gujrati (Th))	AEC (to be given by the university)	2	50	0	50
41544401	Community Engagement - Craft Studies (Pr)	CEP	2	50	50	0
	Follow the link as per SNDTWU https://sndt.ac.in/nep2020/syllabus-as-per-nep/cc-syllabus	CC	2	50	50	0
			22	**550**	**250**	**300**

SN	Courses	Type of Course	Credits	Marks	Int	Ext
	Semester V					
5.1	Dobby and Jacquard Advanced (Pr)	Major (Core)	4	100	50	50
5.2	Design Interpretation and Fabric Illustration (Pr)	Major (Core)	4	100	50	50
5.3	Indian Fabrics – Cultural and Historical Relevance (Th)	IKS (Major Specific)	2	50	0	50
5.4	Natural Dyeing and Printing (Pr)	Major (Elective)	4	100	50	50
	Embroideries for Couture (Pr)					
5.5	Visual and Retail Merchandising (Th/Pr)	Minor Stream	4	100	50	50
5.6	Creative Surface Textiles (Pr)	VSC	2	50	50	0
5.7	Fabric Murals	VSC	2	50	50	0
			22	**550**	**300**	**250**
	Semester VI					
6.1	Knit Design (Th/Pr)	Major (Core)	4	100	50	50
6.2	Computer Aided Textile Design (Pr)	Major (Core)	4	100	50	50
6.3	Technical Textiles (Th)	Major (Core)	2	50	0	50
6.4	Floor Coverings (Pr)	Major (Elective)	4	100	50	50
	Bath Linens (Pr)					
6.5	Entrepreneurship (Th)	Minor Stream	4	100	50	50
6.6	Internship (Pr)	OJT	4	100	50	50
			22	**550**	**250**	**300**

Syllabus 2024-25
Semester I (22 Credits)

<table>
<tr><td>144411 Major (Core)</td><td colspan="2">Introduction to Textile Design (Th/Pr)</td><td>Crs</td></tr>
<tr><td>Course Outcomes</td><td colspan="2">After going through the course, learners will be able to
1. Examine the significance of Textile Design in the global and Indian context.
2. Assess the historical development and evolution of textile design from ancient times to the present and future.
3. Correlate traditional and modern techniques used in textile design, including printing, weaving, embroidery, dyeing, painting and digital technologies.
4. Examine the influence of designers on the evolution of textile design, both internationally and in India.
5. Demonstrate the skills of drawing original textile designs using traditional and modern techniques, incorporating motifs and patterns relevant to different industries.</td><td>4</td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Introduction to the Textile Design</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to
1. Comprehend the basics of Textile Design.
2. Examine the significance of Textile Design in the global and Indian context
3. Access the historical evolution of textile design internationally and in India.</td><td>• Introduction of Textile Design
• Definition and scope of textile design.
• Importance of textile design in various industries.
• History and Evolution of Textile Design: Prehistoric era to ancient civilizations.
• Medieval and Renaissance periods.
• Industrial Revolution to the present.
• Future trends and innovations in textile design.
• Significance of Textile Design: Impact on culture, economy, and society.
• Contribution to innovation and sustainability.</td></tr>
<tr><td>Module 2</td><td colspan="2">Techniques in Textile Design</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to
1. Identify various techniques used in textile design.</td><td>• Printing Techniques: Block printing → Digital printing (inkjet, sublimation)</td></tr>
</table>

	2. Describe the integration of traditional and modern technologies in textile design.	• Weaving Techniques: Handloom weaving, tapestry → Computer-controlled looms (Dobby, Jacquard) with CAD • Embroidery Techniques: Hand embroidery → Machine embroidery • Dyeing Techniques: Natural dyeing, tie-dye → Sustainable practices, advanced dyeing technologies • Hand Painting Techniques: Batik, brush painting → Laser technology (cutting, printing, engraving) • Smart Textiles: Traditional techniques → Integration with technology (sensors, conductive threads	
Module 3	**Motifs and Repeats in Textile Design**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Identify various types of motifs used in textile design 2. Determine the motif repeats and apply the layout techniques	• Types of Motifs: • Geometric, Floral, Ethnic, Abstract, Animal • Paisley, Damask, Toile, Folk, Nature-Inspired • Historic, Architectural, Pop Art, Modern • Symbolic, Mythological, Text, Typography • Seasonal, Holiday • Repeats in Textile Design: • Simple Repeat, Half-Drop Repeat, Full-Drop Repeat • All Over Repeat, Mirror Repeat, Border Repeat, Brick Repeat	
Module 4	**Textile Applications in Different Industries**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to	• Textile Application in Different Industries: • Apparel: Fashion garments, sportswear, uniforms.	

	1. Identify the applications of textile design in various industries 2. Determine original textile designs relevant to specific industries	● Home Textiles: Bedding, curtains, upholstery. ● Industrial Textiles: Automotive, aerospace, medical. ● Fashion Accessories: Bags, scarves, shoes. ● Technical Textiles: Geotextiles, protective clothing, filtration. ● Case Studies: ● Analyze real-world examples of successful textile applications in each industry. ● Project: ● Create original textile designs tailored to the needs of a specific industry.	

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Research Project: Study the history and cultural importance of a textile technique or motif, exploring its origins and impact on design.
2. Design Project: Create a project with original textile designs using both traditional and modern motifs.
3. Industry Analysis Report: Analyze current trends and prospects in a chosen industry, focusing on the role of textile design.
4. Presentation: Present on a renowned textile designer or brand, discussing their contributions and design philosophy.

References

Anstey, H., & Weston, T. (2005). Guide to Textile Terms.
Collier, B. J., & Collier, J. R. (2010). Textile Design: Principles, Advances and Applications. Woodhead Publishing.
Joyce, C. (1997). Textile Design. Watson-Guptill.
Kadolph, S. J., Langford, A. L., & Hollen, N. R. (2009). Textiles. Pearson.
Kissen, R. (2014). The Fabric of Civilization: How Textiles Made the World. Basic Books.
Meller, S., & Elffers, J. (2002). Textile Design. Thames & Hudson.
Phillips, P., & Bunce, G. (1993). Repeat Patterns: A Manual for Designers, Artists and Architects. Thames & Hudson. ISBN-10: 0500276870, ISBN-13: 978-0500276877.
Tortora, P. G., & Merkel, R. S. (2016). The Fairchild Books Dictionary of Textiles. Bloomsbury Academic.
Wingate, I. B. (2009). Textiles: Fabric Science. Fairchild Books.

<table>
<tr><td>1014441
2
Minor</td><td colspan="2">Fundamentals of Design (Pr)</td><td>Crs</td></tr>
<tr><td>Course Outcomes</td><td colspan="2">After going through the course, learners will be able to
1. Differentiate the Elements and Principles of design
2. Examine the different elements of design and the psychological, formal and symbolic qualities of design
3. Identify and implement the fundamentals of design for developing textile ideas
4. Execute design projects integrating learned concepts</td><td>2</td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Elements and Principles of Design</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to
1. Acquire the insights on elements of design and state their practical application.
2. Access the Principles of Design.
3. Differentiate between various Elements of Design
4. Examine the cognitive effect in Design and</td><td>• Introduction to Elements of Design
• Point, Line (types and properties)
• Shape (natural, abstract, geometric – shapes and forms, shapes and spaces) Texture (visual, tactile, audible) Color (hues, saturation, value, cool and warm colors, color schemes, color contrast)
• Relationship between elements & Cognitive effect of the elements
• Practical exercises on element manipulation (like converting natural shapes to abstract shapes, color combinations and color contrast, etc.)
• Principles of design: Balance (symmetric and asymmetric) Rhythm (gradation, radiation, repetition and their types) Emphasis (Focus) Contrast (color, texture, properties) Proportion (scale) Harmony (unity)
• Principles of design and their cognitive effect.
• Practical exercises on creating different design variations using the principles of design.</td><td></td></tr>
</table>

<table>
<tr><td>Module 2</td><td colspan="2">Application of the Fundamentals of Design</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to
1. Access the role of design fundamentals
2. Implement the basic principles and elements of design to create original designs</td><td>● Exploration and application of Design and Fashion Fundamentals
● Project of design development using the elements and principles of design and their manipulations</td><td></td></tr>
<tr><td colspan="4">Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)</td></tr>
<tr><td colspan="4">The project will run throughout the semester and will be divided into four separate evaluation stages. This will assist students in identifying elements and principles from their surroundings and implementing them to develop textile design ideas.
1. Stage One: Select one image from nature which has a composition of various objects and analyze it to identify the elements and principles of design and the effect of each observed element. This analysis can be recorded in the sketchbook in the form of sketches, doodles, words, and written text.
2. Stage Two: Create various design details (textures, patterns, etc.) using the elements of design extracted from the image.
3. Stage Three: Explore combinations of the different design elements to create home furnishing product designs (cushion covers, sofa fabrics, curtains, rugs, kitchen linen, bath linen, etc.), while keeping the principles of design in mind.
4. Stage Four: Analyze and explain the process of extraction and provide your analysis on the psychological and physiological effects of each design, in 200 words (each)</td></tr>
</table>

References

Clarke, S. (2011). Print: Fashion, Interiors, Art. Laurence King Publishing.
Davis, M. L. (1980). Visual Design in Dress. Pearson.
Dorosz, C., & Watson, J. R. (1999). Designing with Color. Fairchild Books.
Howard, D. J. (2017). 101 Textures in Colored Pencil. Walter Foster Publishing.
Sorger, R., & Udale, J. (2006). The Fundamentals of Fashion Design. AVA Publishing.
Stecker, P. (1996). The Fashion Design Manual. Macmillan Education AU.

<table>
<tr><td>1064440
1
VSC</td><td colspan="2">Drawing and Sketching (Pr)</td><td>Crs</td></tr>
<tr><td>Course Outcomes</td><td colspan="2">After going through the course, learners will be able to
1. Demonstrate shading and coloring techniques with specified tools and mediums to create landscape and portrait drawings
2. Draw natural and geometrical objects
3. Transform natural and geometric objects into abstract and stylized motifs
4. Illustrate motifs through techniques such as repetition, enlargement, replacement, and placement
5. Demonstrate the skills of drawing textile design motifs using various drawing techniques including both traditional and contemporary styles</td><td>2</td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Introduction to Drawing and Sketching</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to
1. Examine the properties and functions of various drawing tools and materials, including pencils, erasers, and different types of paper
2. Employ shading and coloring skills with various mediums to create freehand drawings of landscapes and portraits
3. Examine different color mediums and compositions to articulate creative ideas effectively in drawings, conveying mood, theme, and aesthetic concepts</td><td>Exploration of mediums:
● Pencil
● Color Pencil
● Charcoal
● Water medium
Observation skills of natural and manmade objects:
● Formal features
● Expressive features
● Symbolic Composition and layout</td><td></td></tr>
<tr><td>Module 2</td><td colspan="2">Introduction to Motif and Pattern Development</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to
1. Explore different types of motifs and patterns found across cultures and</td><td>● Drawing of natural forms: Leaves, Flowers, Plants
● One, two & three-point Perspective.</td><td></td></tr>
</table>

	design styles, including geometric, floral, organic, abstract, and figurative motifs. 2. Access the historical and cultural significance of various motifs and patterns. 3. Demonstrate the innovative compositions by integrating motifs and patterns into new and diverse contexts, achieving specific communicative and emotional goals.	● Traditional & Contemporary motifs: Geometric Floral Conversational Ethnic ● Types of Textures and their impressions in different products Rough Matt Rough Glossy Smooth Matt Smooth Gloss ● Motif placement in Products	

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Practice of different types of lines with doodling using pencil and staedtler in the box of 6/6”
2. Develop 5 rendered motifs for the home decor/apparel in the box of 4/4” and show the developed rendered motifs in the products.
3. Develop 15 different textures in the box of 4/4”. Create replica of prints using different textures.
4. Render 5 products in the box of 6/6” using different motifs with different placements. (Lamp, Folder, Bottle, Cushion, Fabrics)

References:

Bryant, M. W. (2016). *Fashion drawing: Illustration techniques for fashion designers*. Laurence King Publishing.

Cole, D. (2019). *Figure drawing for fashion: A designer's handbook*. Batsford.

De Dienes, B. (2006). *Illustrating fashion: Concept to creation*. Fairchild Books.

Faerm, S. (2013). *Figure drawing for fashion design*. Fairchild Books.

Ireland, P. J. (2010). *Fashion design drawing course: Principles, practice, and techniques*. Barron's Educational Series.

Kawamura, Y. (2014). *The fashion sketchpad: 420 figure templates for designing looks and building your portfolio*. Chronicle Books.

Seaman, J., & May-Plumlee, T. (2018). *Fashion illustration: Inspiration and technique*. Bloomsbury Visual Arts.

Stipelman, S. (2016). *Illustrating fashion: Concept to creation*. Fairchild Books.

Thompson, G. (2012). *The fashion designer's sketchbook: Inspiration, drawing, and illustration for fashion design*. A&C Black.

<table>
<tr><td>1044441
2
OEC</td><td colspan="2">Fabrics for Home, Fashion & Apparel (Th/Pr)</td><td>Crs</td></tr>
<tr><td>Course Outcomes</td><td colspan="2">After going through the course, learners will be able to
1. Differentiate between fabric construction methods and composition of fabrics.
2. Classify fabrics according to patterns and innovations</td><td>4</td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Introduction to fabrics and their applications</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to
1. Differentiate between fabric construction methods and composition of fabrics.
2. Access fabrics and their suitability for a specific end-use</td><td>Identify and differentiate the different types of fabrics
• Fibers and their properties (natural and man-made)
• Fabric Construction Methods
• (Woven, Knit, Non-woven)

Fabric Analysis and classification for end-use
• Types of commonly used fabrics
• Characteristics and properties
• Application and end use (apparel sectors, home – bath and bedding, kitchen, soft furnishings)</td><td></td></tr>
<tr><td>Module 2</td><td colspan="2">Understanding patterns and design</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to
1. Identify and classify various ways in which a design or pattern can be implemented on a textile (integrated woven/knitted designs and surface patterns through prints/embroideries, etc.).
2. Classify fabrics according to patterns</td><td>Definition of patterns
• Stripes
• Checks
• Woven patterns like chevron, hounds tooth, etc.
• Woven designs like Brocade, jacquard, damask, etc.
• Knit patterns like cable, rib, etc.
• Prints
• Embroideries

Identify suitable technique depending on the understanding of end-use of a product
• Apparel – based on gender/age/utility
• Home – based on use like sofa, curtain/sheer, bath, bedding, kitchen textiles, etc.</td><td></td></tr>
</table>

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)
Assignments/Activities: 1. Fabric Swatch book with classification, properties and applications

References

Adler, D. S., & Adler, R. D. (2005). Swatches. Stewart, Tabori & Chang.
Chan, C. (2020). Textilepedia. Fashionary.
Ganderton, L., & Watkinson, A. (2008). Curtains and blinds. Ryland Peters & Small Ltd.
Gedded-Brown, L. (2006). The soft furnishings source book. Ryland Peters & Small Ltd.
Humphries, M. (2009). Fabric glossary. Pearson/Prentice Hall.
Willard, D. (2012). Fabrics A to Z. Stewart, Tabori & Chang.

<table>
<tr><td>1044442
1
OEC</td><td colspan="2">Surface Development (Pr)</td><td>Crs</td></tr>
<tr><td>Course Outcomes</td><td colspan="2">After going through the course, learners will be able to
1. Recognize a variety of surface design techniques and their applications.
2. Identify a variety of surface design techniques and their applications.
3. Describe the relevance of surface design techniques in Industry.</td><td>4</td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr</td></tr>
<tr><td>Module 1</td><td colspan="2">Introduction to Surface Design</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to
1. Develop the basic knowledge of surface design.
2. Demonstrate the techniques relevant to Apparel or Home Decoration.</td><td>• Introduction to Surface Design- Definition, Scope.
• Overview of surface design techniques and their relevance in various industries.</td></tr>
<tr><td>Module 2</td><td colspan="2">Introduction to Printing Techniques</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to
1. Explore the techniques of printing.
2. Demonstrate various printing techniques in a creative way.</td><td>• Introduction to Printing techniques
• Styles of printing: Direct, Resist and Discharge</td></tr>
<tr><td>Module 3</td><td colspan="2">Basic Embroidery Techniques</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to
1. Acquire knowledge about basics of embroidery tools and materials.
2. Adapt various embroidery stitches.</td><td>• Basics of Embroidery- Introduction terminologies.
• Basic Embroidery Tools: needle, thread, frame, thimble, etc.
• Embroidery stitches used in surface embellishment- basic stitches and advanced stitches.</td></tr>
</table>

Module 4	Fabric Manipulation Techniques		1
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Demonstrate the fabric manipulation 2. Develop the concept for Fabric Manipulation	• Introduction to Fabric Manipulation • Fabric Manipulation Techniques like Pleating, Folding, Gathering, Tucks, etc.	

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. To analyze and prepare a presentation of a visit to a related center: export house/dyeing & Printing center/any craft cluster etc.
2. To prepare a compilation of samples in the form of a file based on various surface techniques.
3. To develop a Range of surface enriched products by incorporating any 2 surface embellishment techniques.

References

Bhushan, J. (2014). Embroidery techniques. Random Publications.

Cheney, N., & McAllister, H. (2020). Textile surface manipulation. Bloomsbury Publishing Plc.

Clarke, V., & Finch, J. (2016). The textile artist: Layered cloth: The art of fabric manipulation. Batsford.

Fish, J. (2005). Designing and printing textiles. The Crowood Press Ltd.

Friedman, K. (2003). Metallic thread embroidery: A practical guide to stitching creatively with metallic threads. David & Charles.

Patni, M. (2020). Textile designing and printing. Star Publications.

Sekhri, S. (2022). Textbook of fabric science: Fundamentals to finishing (4th ed.). PHI Learning Pvt. Ltd.

Shrikant, U. (1998). Ethnic embroidery of India. B N Sales Corp.

<table>
<tr><td>1044441
3
OEC</td><td colspan="2"></td><td>Crs</td></tr>
<tr><td>Course Outcomes</td><td colspan="2">After going through the course, learners will be able to
1. Identify and define the traditional weaves of India.
2. Describe the historical and cultural significance of various traditional weaves
3. State the regional variations in weaving practices across India.
4. Compare different traditional weaves based on their design, material, and technique.
5. Access the impact of contemporary trends on traditional weaving practices</td><td>4</td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Introduction to Traditional Weaves of India</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to
1. Define key terms and concepts related to traditional weaving.
2. Identify major traditional weaving regions in India.</td><td>• Introduction and Overview to traditional weaves of India
• Region wise weaves of East, west, north, south & central India.
• Traditional weaving of Sari’s, Shawls & Carpet.</td><td></td></tr>
<tr><td>Module 2</td><td colspan="2">Techniques and Materials</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to
1. Explain the different weaving techniques used in various regions.
2. Summarize the types of materials used in traditional weaving.</td><td>• Detailed study of weaving techniques: Handloom, backstrap loom, pit loom
• Types of materials: Silk, cotton, wool, etc.
• Dyeing techniques and their significance
• Case studies of specific weaves</td><td></td></tr>
<tr><td>Module 3</td><td colspan="2">Design and Patterns</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to</td><td>• Traditional design elements: Motifs,</td><td></td></tr>
</table>

	1. Analyze and classify the process and materials used in traditional weave design and patterns 2. Summarize the techniques and tools involved in various weaving methods.	patterns, and color schemes • Regional design variations: South Indian, North Indian, North-Eastern, and Western designs • Weaving Techniques • Evolution of design patterns over time	
Module 4	**Contemporary Trends and Preservation**		**1**
	Learning Outcomes	**Module Content**	
	1. After learning the module, learners will be able to 2. Analyze the impact of modern trends on traditional weaving. 3. Develop strategies for preserving and promoting traditional weaves.	• Modern influences on traditional weaving practices • Challenges in preserving traditional weaves • Government and NGO initiatives for preservation • Future Prospects for traditional weaves • Strategies for innovation and promotion	

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)
1. Research and presentation on a specific traditional weave. 2. Comparative analysis of two different weaves of regions in India. 3. Practical demonstration of a traditional weaving technique. 4. Development of a preservation and promotion plan for traditional weave.

References

Gillow, J. (2014). *Indian Textiles: Past and Present*. Thames & Hudson.
Gillow, J., & Barnard, N. (1993). *Traditional Indian Textiles*. Thames & Hudson.
Karolia, A. (2019). *Traditional Indian Handcrafted Textiles*. Niyogi Books.
Ranjan, M. P., & Ranjan, A. (2007). *Handmade in India: Crafts of India*. Council of Handicraft Development Corporations.
Singh, M. (2009). *The Woven Textiles of India*.

<table>
<tr><td>1074440
1
SEC</td><td colspan="2">Indian Traditional Embroideries (Pr)</td><td>Crs</td></tr>
<tr><td>Course Outcomes</td><td colspan="2">After going through the course, learners will be able to
1. Examine the traditional embroideries of India, and their cultural significance and implications.
2. Identify the distinctive characteristics of various motifs, colors, stitches and materials with reference to cultural importance and symbolic meanings.
3. Demonstrate skills in the traditional Indian embroideries with types of motifs, stitches, colors, and materials.
4. Implement embroidery stitch techniques and their (contemporary) application.</td><td>2</td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Introduction to Indian Embroideries North & South India</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to
1. Demonstrate Indian Traditional embroideries and differentiate between various stitches of North & South region.
2. Demonstrate different traditional embroideries and their contemporary application.</td><td>• Introduction of Origin, Significance, Tools, Materials, Stitches, Motifs, Colors, and Products Used in traditional Indian embroideries. (North & South India)
• Kashida of Kashmir
• Chikankari of Uttar Pradesh
• Phulkari of Punjab
• Chamba Rumal of Himachal Pradesh
• Kasuti of Karnataka</td></tr>
<tr><td>Module 2</td><td colspan="2">Introduction to Indian Embroideries East & West India</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to
1. Demonstrate Indian Traditional embroideries and differentiate between various stitches of the East & West region.
2. Implement knowledge of traditional embroidery and its potential applicability in contemporary products.</td><td>Introduction of Origin, Significance, Tools, Materials, Stitches, Motifs, Colors, and Products Used in traditional Indian embroideries. (East & West India)
• Kantha of Bengal
• Gold & Silver Metal embroidery (Zari & zardozi)
• Embroidery of Gujarat
• Manipuri of Manipur.
• Applique of Orissa & Pipli</td></tr>
</table>

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)
1. Prepare a document/ PPT on History, Origin, Importance, and symbolic significance of any one Traditional Indian embroidery from each module. (Document size- 1000 words, PPT- 10 Slides) 2. Identification of traditional motifs of respective state embroideries and create a Journal by drawing and developing traditional Motifs and compositions of each traditional embroidery. (5 Motifs & 1 composition (A4) of each state) 3. Prepare a collection of samples of embroideries on various fabrics. (Samples- One swatch each in 6'' X 6'' of size 4. Design and develop a product by comprehending the knowledge of Traditional embroidery by applying it as per contemporary requirements.

References-

Crill R. (1999) ,"Indian Embroidery", Victoria & Albert Museum, London.
Gupta, A. (2019) "Phulkari from Punjab: Embroidery in Transition" Niyogi Books-New Delhi
Kale.S. (2012) Kashmir To Kanyakumari Indian Embroidery: State by State Embroidery Of India. Author House- New York
Lehri.R (2006) "Indian Emboidery Ethnic" Super Book House.
Pathak A. & Sahay B. (2018) "Splendors of Pahari Embroidery: International Textiles Research Series-I" B.R. Publishing-Delhi
Shrikant U. (2009), "Ethnic embroidery of India Part I", Usha Shrikant, Pune.
Shrikant U. (2010), "Designs for a lifetime", The South Pacific Clothes Export Company Mumbai.
Shrikant U. (2010) "Ethnic embroidery of India Part II", Usha Shrikant, Pune.
Singh K V, "Indian Saris", Wisdom Tree, New Delhi.

Syllabus 2024-25
Semester II (22 Credits)

2014441 1 Minor 1	**Introduction to Weaving (Th/Pr)**	**Crs**
Course Outcomes	*After going through the course, learners will be able to* 1. Examine the historical development and significance of woven fabrics. 2. Recognize the advantages and disadvantages of basic and decorative weaves. 3. Identify common defects in woven fabrics and suggest remedies. 4. Demonstrate the processes on different looms and construct elementary weaves 5. Design derivatives of elementary and decorative weaves and distinguish types of advanced weaves	**4**

Sr. No.	Module Outcomes	Course Contents	Cr.
Module 1	**Introduction to Woven Fabric**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Attain the Learning historical development and significance of woven fabrics 2. Visualize the basic features of woven fabrics, including warp, weft, selvage, grain, and bias.	• Definition, History, and Significance: • Definition of woven fabrics and their historical development. • Significance in the textile industry and everyday use. • Basic Features of Woven Fabrics: • Explanation of warp, weft, selvage, grain, and bias in woven fabrics. • Production Methods: • Overview of yarn preparation, warping, and weaving processes. • Explanation of each step involved in fabric production • .	
Module 2	**Basic and Decorative Weaves**		**1**
	Learning Outcomes	**Module Content**	
	After *learning* the module, learners will be able to 1. Recognize the advantages and disadvantages of decorative weaves such as dobby, jacquard, and leno. 2. Access the properties and applications of different weaves.	• Basic Weaves: Detailed explanation of plain, twill, and satin weaves. Discussion on the structures, properties, and applications of each weave. • Decorative Weaves: Introduction to dobby, jacquard, leno, and other decorative weaves. Understanding their unique characteristics and applications. • Advantages and Disadvantages: Analysis of the pros and cons of different weaves. • Common Defects: Identification of common defects in woven fabrics. Discussion on remedies to rectify these defects	

Module 3	**Basic Weaves and Graph Representation**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Set up looms for weaving basic weave patterns. 2. Develop graph representations of basic weave patterns using drafting software.	• Introduction to Basic Weaves: Review of basic weave structures: plain, twill, and satin. Hands-on practice in setting up looms for weaving basic weave patterns. • Graph Representation of Weaves: Introduction to graph representation techniques for weave structures. Explanation of drafting and lifting plans for basic weave patterns. • Sample Development: Creating graph representations of basic weave patterns using graph paper. Translating graph representations into practical weaving on looms. • Analysis and Interpretation: Evaluation of woven samples in comparison to graph representations. Understanding the relationship between graph representation and woven fabric. • Documentation and Reflection: Documenting the process of graph representation and weaving exercises. • Reflective analysis of learning outcomes and areas for improvement.	
Module 4	**Sampling on Table Loom and Frame Loom**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to	• Table Loom Sampling: • Introduction to table looms and their setup.	

	1. Demonstrate proficiency in frame loom setup and warping techniques for sampling. 2. Assess sampling results and compare weave structures, patterns, and overall quality.	• Hands-on practice in setting up a table loom and preparing it for sampling. • Sampling exercises focusing on basic weave structures and pattern variations. • Frame Loom Sampling: • Introduction to frame looms and their use in sampling. • Demonstration of frame loom setup and warping techniques. • Practical exercises in sampling on frame looms, exploring different weave structures and designs.	
Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)			
1. Identify and analyze physical samples of basic and decorative weaves, documenting their characteristics and defects. 2. Conduct practical exercises to construct elementary weaves using traditional looms showcasing the rectification of defects. 3. Design and present a complex weave pattern, showcasing the understanding of weaving processes and construction techniques. 4. Develop and present innovative weave patterns, demonstrating the ability to create derivatives and distinguish advanced weaves.			

References

Kadolph, S. J., Langford, A. L., & Hollen, N. R. (2009). Textiles. Pearson. ISBN: 9780131187696

Lundell, L., &Windesjö, E. (2008). Textile Design. Pavilion Books. ISBN: 9781843404452.

Shenton, J. (2014). Textile Design. Laurence King Publishing. ISBN: 9781780672853.

Seiler-Baldinger, A. (1994). Textiles: A Classification of Techniques (2nd ed.). Crawford House Press. ISBN: 9781851820594.

Watson, W., &Grosicki, Z. (1977). Textile Design. Newnes-Butterworths. ISBN: 9780408002257.

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<tr><td>2024440
2
Minor 2</td><td colspan="2">Textile Studies (Th)</td><td>Crs</td></tr>
<tr><td>Course Outcomes</td><td colspan="2">After going through the course, learners will be able to
1. Explore the classification, characteristics and use of textile fibers
2. Develop the knowledge about types of yarns and fabrics
3. Describe the basic finishes for textiles
4. Identify the nature of Textile auxiliaries</td><td>2</td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Introduction to Fibers and Yarns</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to
1. Learn and describe different textile fibers, their properties and use
2. Differentiate between types of yarns and their use
3. Describe different methods of yarn construction with blending techniques
4. Explain spinning techniques</td><td>• Terminologies related to fibers.
• Introduction & Properties of Fibers.
• Classification of Fibers: Basics of Natural and Man-made fibers.
• Terminologies related to Yarns.
• Types of Spinning Techniques: Wet, Dry & Melt.
• Introduction to types of yarns.
• Blends - Definition, types, advantages and end use of blended yarn.</td></tr>
<tr><td>Module 2</td><td colspan="2">Introduction to Textile Finishes and Auxiliaries.</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to
1. Review the terminologies related to textile finishes.
2. Describe different textile finishes, its functions and processes
3. Identify different Textile auxiliaries and its functions</td><td>• Classification of Textile Finishes- According to durability (durable, semi-durable & non-durable), According to purpose (basic & special purpose), According to application (mechanical, chemical & mechanical cum chemical), According to functionality (aesthetic & functional).
• Introduction to Textile Auxiliaries- soaps and detergent</td></tr>
</table>

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)
1. To prepare a file with the collection of different fibers and yarns. **2.** To prepare a presentation based on course modules on any one topic

References

Bernard P. Corbman,(1985), "Textiles: Fibre to Fabric", McGraw Hill Education, 6th edition.

Billie J. Collier, Phyllis G. Tortora, (2000), "Understanding Textiles", Pearson, 6th edition.

Choudhary A.K.R., (2022), "Principles of Textile Printing", Textile Institute Professional Publication, 1st edition.

DantyagiS.,(1996), "Fundamentals of Textiles and their care",Orient Longman ltd, New Delhi, 5th edition.

Gohl E.P.G., VelenskyL.D.,(2005), "Textile Science" CBS Publishers and Distributors, 2nd edition.

Hall A.J.,(2004), "The standard Hand Book of Textiles", WoodHead Publishing, 8th edition.

Sekhri Seema,(2022), "Textbook of Fabric Science:Fundamentals to Finishing", PHI Learning Pvt. Ltd., Delhi, 4th edition.

Smith J.L., (2019), "Textile Processing Printing Dyeing Finishing", Abhishek Publications.

<table>
<tr><td>20644421
VSC 1</td><td colspan="2">Professional Computer Skills (Pr)</td><td>Crs</td></tr>
<tr><td>Course Outcomes</td><td colspan="2">After going through the course, learners will be able to
1. Operate desktop computers to carry out computational tasks
2. Recognize working of hardware and software and the importance of operating systems
3. Design presentations using related Software
4. Acquire skills to present ideas digitally and manage digital content effectively</td><td>2</td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Computer Hardware and File Management</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to
1. Recognize fundamental concepts of computer hardware and software.
2. Manage files and folders effectively using different operating systems.
3. Design, edit, and format documents using related digital platforms</td><td>• Introduction to Computers and Operating Systems
• Overview of computer basics: (processing power, memory & storage space, High-Quality Monitor; Graphic tablet, scanner, printer, external hard disk, Wacom stylus)
• Introduction to operating systems: Similar to or Windows, macOS, Linux and other sources.
• File Management
• Creating, organizing, and managing files and folders
• Understanding file formats and extensions
• Using cloud storage for file backup and sharing
• Word Processing Software
• Creating and formatting documents
• Using templates and styles
• Inserting images, tables, and charts
• Using track changes and comments for collaboration
• Open-Source Equivalent: Google doc:
• Basic functionality mirroring</td><td></td></tr>
</table>

Module 2	Spreadsheets, Presentation and Email fundamentals		1
	Learning Outcomes	**Module Content**	
	After *learning* the module, learners will be able to 1. Learn and manage spreadsheets using software (Licensed or Open Source) 2. Design and deliver presentations using effective and efficient software 3. Demonstrate effective use of email, internet, and online collaboration tools.	**Spreadsheet Software** • Basics of spreadsheets and data entry • Formatting cells and using formulas i. Creating charts and graphs i. Basic data analysis and pivot tables **Open-Source Equivalent: Google sheet**: i. Basic functionalities mirroring **Presentation Software** b. **Presentation slides**: Creating and designing presentations i. Using themes and templates i. Adding multimedia elements (images, audio, video) i. Presentation techniques and tips **Open-Source Equivalent: google slides/Canva**: v. Basic functionalities mirroring **Email and Internet Skills** c. Setting up and managing email accounts d. Email etiquette and professional communication e. Using search engines effectively for research f. Basics of online collaboration tools **Basic Troubleshooting and Maintenance** g. Common computer issues and their solutions h. Maintaining system performance: updates, antivirus, and backups i. Basic network troubleshooting	
Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)			

1: Computer Basics and File Management

- Write a short note (300-500 words) explaining the difference between hardware and software. Include examples of each.
- Create a folder structure on your computer for organizing your academic files. Take a screenshot of the folder structure and submit it.
- Upload three different file types (e.g., a text document, an image, and a spreadsheet) to a cloud storage service. Share the links to these files.

2: Word Processing Project

- Create a 2-page newsletter for a fictional fashion event using Word processing software. The newsletter should include:
    a. A header with the event title and date.
    b. At least two images related to the event.
    c. Text formatted in different styles (e.g., headings, subheadings, body text).
    d. A table showing the event schedule.
    e. A footer with page numbers.
- Save both documents as PDF files and submit them.

3: Spreadsheet Analysis Project

1. Create a spreadsheet containing hypothetical data for a fashion retail store. The data should include:
    a. Product names
    b. Categories
    c. Prices
    d. Quantities sold in the past month
- Perform the following tasks:
    a. Calculate the total sales for each product.
    b. Identify the top-selling product category using a pivot table.
    c. Create a bar chart showing the sales figures for each product.
- Save both spreadsheets as PDF files and submit them.

4: Presentation Project

- Create a 15-slide presentation about the latest trends in fashion using google slides or equivalent. The presentation should include:
    a. A title slide with your name and the presentation title.
    b. Slides with text and images illustrating different fashion trends.
    c. A conclusion slide summarizing the key points.
    d. Use of animations and transitions to enhance the presentation.

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Weverka, P. (2019). Office 365 All-in-One for dummies. John Wiley & Sons.

<table>
<tr><td>2034442
1
VSC 2</td><td colspan="2">Textile Testing (Pr)</td><td>Crs</td></tr>
<tr><td>Course Outcomes</td><td colspan="2">After going through the course, learners will be able to
1. Identify various textile fibres using microscopy and chemical tests and Recall the safety protocols and procedures in the textile testing laboratory.
2. Describe the processes and methods used for testing yarn and fabric properties.
3. Explain the importance of textile testing standards and specifications.
4. Use appropriate equipment and procedures to test for measuring fabric weight, tensile strength, abrasion resistance, colour fastness and dimensional stability.</td><td>2</td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Textile Fiber and Yarn Testing</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to
1. Identify and recognise the textile fibers using the appropriate tools and procedures in textile testing laboratories.
2. Describe or explain the importance of textile testing standards for testing the yarn properties.</td><td>• Fiber Identification-Microscopic - Identifying different types of fibres (natural, synthetic, and blends) using a microscope.
• Chemical Solubility Tests- Performing chemical tests to identify fibres.
• Measurement of Fiber Length and Fineness- Using equipment to measure fibre length and fineness.
• Determination of Yarn Count- Measuring yarn count using various methods (e.g., direct and indirect systems).
• Yarn Twist Measurement- Determining yarn twist using a twist tester.
• Tensile Strength Testing of Yarns- Testing yarn strength using a single yarn strength tester.</td><td></td></tr>
<tr><td>Module 2</td><td colspan="2">Textile Fabric Testing</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to</td><td>• Fabric Weight Measurement- Determining the weight per unit area of fabric</td><td></td></tr>
</table>

	1. Access test data to determine the quality and performance characteristics of textile materials 2. Examine the effectiveness of different textile testing methods according to end use.	• **Tensile Strength Testing of Fabrics-** Using a tensile testing machine to measure fabric strength • **Tear Strength Measurement-** Measuring tear strength using an Elmendorf tear tester • **Dimensional Stability Testing-** Testing for shrinkage and growth after laundering • **Abrasion Resistance Testing-** Measuring fabric abrasion resistance using a Martindale abrasion tester • **Pilling Resistance Testing-** Evaluating fabric pilling resistance • **Colour Fastness to Washing-** Using a launder meter to test colour fastness to washing • **Colour Fastness to Rubbing-** Testing colour fastness to rubbing using a crock meter • **Evaluation of Colour Fastness-** Assessing results using grey scales and standards • **Air Permeability Testing-** Measuring air permeability of fabrics • **Moisture Management Testing-** Evaluating moisture-wicking properties • **Thermal Properties Testing-** Basic tests for thermal insulation and conductivity • **Drapability Testing-** Testing the property of fabric drape	
Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)			

- Collect samples of at least 20 different types of fibers (e.g., cotton, wool, polyester, nylon, and silk).
- Use a microscope to identify the structure of fiber. Document your observations with images and detailed descriptions. Perform solubility tests on the fibers to confirm their identification.
- Measure and compare the fineness and length of the fibers using appropriate instruments.
- Students are expected to create a compiled report detailing the identification process, results, and a comparison of the fibres' properties.

Yarn Quality Assessment

- Collect yarn samples of varying compositions and counts.
- Determine the yarn count using direct and indirect methods.
- Measure the yarn samples' twist per inch (TPI) using a twist tester.
- Perform tensile strength tests on the yarn samples.
- Students are expected to create a compiled report.

Fabric Properties

- Collect fabric samples made from different fibres and weaves. And conduct the following tests-
- Weight Measurement
- Tensile and Tear Strength Testing
- Abrasion and Pilling Resistance
- Dimensional Stability Testing
- Drapability Test
- Color Fastness Testing (Fastness to light, rubbing, and light)

Students are expected to create a compiled report of the results and make inferences to discuss the findings.

References:

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2044442 1 OEC	**Surface Development (Pr)**		**Crs**
Course Outcomes	*After going through the course, learners will be able to* 1. Recognize a variety of surface design techniques and their applications 2. Identify a variety of surface design techniques and their applications. 3. Describe the relevance of surface design techniques in Industry.		4
Sr. No.	**Module Outcomes**	**Course Contents**	**Cr**
Module 1	**Introduction to Surface Design**		1
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Develop the basic knowledge of surface design. 2. Demonstrate the techniques relevant to Apparel or Home Decoration.	• Introduction to Surface Design- Definition, Scope. • Overview of surface design techniques and their relevance in various industries.	
Module 2	**Introduction to Printing Techniques**		**1**
	Learning Outcomes	**Module Content**	
	After *learning* the module, learners will be able to 1. Explore the techniques of printing. 2. Demonstrate various printing techniques in a creative way.	• Introduction to Printing techniques • Styles of printing: Direct, Resist and Discharge	
Module 3	**Basic Embroidery Techniques**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Acquire knowledge about basics of embroidery tools and materials. 2. Adapt various embroidery stitches.	• Basics of Embroidery- Introduction terminologies. • Basic Embroidery Tools: needle, thread, frame, thimble, etc. • Embroidery stitches used in surface embellishment- basic stitches and advanced stitches.	
Module 4	**Fabric Manipulation Techniques**		**1**
	Learning Outcomes	**Module Content**	

	After learning the module, learners will be able to 1. Demonstrate the fabric manipulation 2. Develop the concept for Fabric Manipulation	• Introduction to Fabric Manipulation • Fabric Manipulation Techniques like Pleating, Folding, Gathering, Tucks, etc.	
Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)			
1. To analyze and prepare a presentation of a visit to a related center: export house/dyeing & Printing center/any craft cluster etc. 2. To prepare a compilation of samples in the form of a file based on various surface techniques. 3. To develop a Range of surface enriched products by incorporating any 2 surface embellishment techniques.			

References

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<table>
<tr><td>20444411
OEC</td><td colspan="2">Traditional Textiles (Th/PR)</td><td>Crs-</td></tr>
<tr><td>Course Outcome</td><td colspan="2">After going through the course, learners will be able to - -

1. Examine the unique characteristics, historical significance, and cultural relevance of various traditional textiles from different regions of India.
2. Assess the traditional techniques and processes involved in the creation of these textiles, including weaving, dyeing, printing, and embroidery.
3. Examine the role of traditional textiles within the social, economic, and cultural contexts of Indian society, and its impact on community identity and heritage</td><td>4</td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Introduction to Traditional Indian Textiles</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to - -
1. Define the various types of Traditional Indian Textiles and their historical origins.
2. Differentiate between the textiles of different regions based on their techniques, materials, and motifs.</td><td>● Introduction to Traditional Indian Textiles
● Overview of the historical development and cultural significance.
● Regional Textiles: Study of textiles from different regions (e.g., Banarasi, Kanjivaram, Patola, Phulkari, Bandhani, etc.).
● Materials and Techniques: Examination of the materials (e.g., silk, cotton, wool) and techniques (e.g., weaving, dyeing, embroidery) used.</td><td></td></tr>
<tr><td>Module 2</td><td colspan="2">Traditional Techniques in Textile Creation</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to-

1. Adopt the traditional techniques used in the creation of these textiles, including weaving, dyeing, printing, and embroidery.
2. Assessment the influence of these techniques on contemporary fashion and design.</td><td>● Weaving Techniques: Detailed study of various weaving methods (e.g., ikat, brocade, jacquard).
● Dyeing and Printing: Exploration of traditional dyeing (e.g., natural dyes, indigo) and printing techniques (e.g., block printing, tie-dye)
● Embroidery Styles: Examination of different embroidery styles (e.g., Chikankari, Zardozi, Kantha).</td><td></td></tr>
<tr><td>Module 3</td><td colspan="2">Socio-Economic and Cultural Contexts of Traditional Textiles</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to - –</td><td>• Cultural Significance: Study the cultural symbolism and rituals associated with traditional textiles.</td><td></td></tr>
</table>

	1. Examinethe socio and economic and cultural contexts of traditional Indian textiles and their communities. 2. Assess the impact of globalization and modernization on traditional textile practices and artisans.	• Economic Aspects: Acknowledge the role of traditional textiles in the local and national economy. • Challenges and Opportunities: Discussion on the effects of globalization, technological advancements, and policy changes on traditional textile practices.	
Module 4	**Integrating Traditional Textiles in Modern Design**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to- 1. Propose innovative ways to integrate traditional textiles into modern fashion and design projects. 2. Create original designs inspired by traditional textiles, applying learned techniques in a practical setting	• Contemporary Applications: Exploration of how traditional textiles can be adapted for modern uses in fashion, interior design, and visual arts. • Sustainable Practices: Study of sustainable and ethical practices in the preservation and promotion of traditional textiles. • Practical Projects: Hands-on projects that involve creating designs inspired by traditional textiles.	

Assignments/ Activities towards CCE

1. Study: Undertake an in-depth study on a specific traditional textile, exploring its Practical Workshop: Engage in a hands-on workshop to learn and practice a traditional textile technique such as block printing or embroidery.
2. Design Assignment: Design a contemporary piece inspired by a traditional textile, utilizing acquired techniques, and compile a detailed project report on the design process and outcomes.
3. Exhibition Design: Create a concept for an exhibition that features traditional textiles, focusing on visual merchandising and spatial design elements. history, production techniques, and cultural significance.

References

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Karolia, A. (2019). Textile design. Niyogi Books. ISBN: 9789386906954
Kumar, R. (2012). Costume and textile designs of India. Om Books International. ISBN: 9789380070206
Murphy, V. (2015). The fabric of India. V&A Publishing. ISBN: 9781851778539
Ranjan, M. P., & Ranjan, A. (2007). Handmade in India: Crafts of India. Council of Handicraft Development Corporations. ISBN: 9788174363988
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<table>
<tr><td>2074440 1
SEC</td><td colspan="2">Yarn Craft (Pr)</td><td>Crs</td></tr>
<tr><td>Course Outcomes</td><td colspan="2">After going through the course, learners will be able to
1. Recognize the variety of yarn materials in the design industry
2. Examine and implement various craft techniques using yarn and related materials.
3. Identify a product range based on the theme using learned craft techniques.
4. Explore various entrepreneurial ideas based on the learnt craft.</td><td>2</td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Introduction to yarn and crafts</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to
1. Recognise the textures and of different yarns.
2. Explore the application of different fibres/yarns for product development
3. Identify and implement the basic technique of various yarn craft</td><td>• Introduction about the yarn and its classification
• Exploration of basic yarn craft tools & techniques like Weaving, Macrame, Knotting, Braiding, Twining, Tasselling, Quilling & Crochet etc.</td><td></td></tr>
<tr><td>Module 2</td><td colspan="2">Application and advancements in the crafts</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to
1. Examine and compare the textures and specifications of different unconventional materials.
2. Explore the knowledge and application of unconventional materials along with different fibres/yarns.
3. Explore the making of creative products and document its process in a systematic manner.</td><td>• Introduction to different relative materials for development, such as Leather, fabric, cords, jute cord, thread and ropes, ribbons, braids, trimmings, paper, wires, fabric, acrylics & so on.
• Developing a range of products via any of the techniques and documentation as per the design process.</td><td></td></tr>
<tr><td colspan="4">Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)</td></tr>
<tr><td colspan="4">1. Group Presentations:
To understand, explore and analyse the conventional and unconventional textile materials used in the textile industry. Students have to compile information and samples of different materials via documentation.
2. Assignments:
i) To prepare a compilation of all the techniques of yarn craft in a creative document form.
ii) To develop a range of products using mix materials and by incorporating any 2 craft techniques.</td></tr>
</table>

References

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Pillai J, (2023), "Indian Handicrafts: A Cultural Exploration OfThe Crafts And Textile Traditions Of India", Notion Press.
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Syllabus 2024-25
Semester III (22 Credits)

30144411 Major (Core)	**Traditional Woven Textiles (Th)**	**Crs**
Course Outcomes	*After going through the course, learners will be able to* 1. Gain in-depth knowledge in historical textiles and design from the historical time till date. 2. Acquire knowledge in traditional woven textiles of different states of India. 3. Implement knowledge of traditional motifs and designs to create a sketch or design plan for a textile inspired by these traditions 4. Access the role of traditional woven textiles in the local economy and their influence on modern fashion and design trends 5. Integrate knowledge of traditional weaving practices into a proposal for preserving and promoting these textiles in contemporary markets.	**4**

<table>
<tr><th>Sr. No.</th><th>Module Outcomes</th><th>Course Contents</th><th>Cr.</th></tr>
<tr><td>Module 1</td><td colspan="2">Introduction to Woven textiles and its presence in Northern India</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to
1. Explain the historical and cultural significance of each type of textile, including the materials and motifs used.
2. Comparethe weaving techniques and materials used in the textiles, highlighting the unique characteristics of each.</td><td>• Ancient Indian textiles- History and social life.
• Textiles and dyes from Indus valley,Vedic,Mauryan, Satavahana period,Kushans, Gupta and Mughals.
• Traditional woven textiles of North states of India
Brocades of Banaras
Chanderi and Maheshwari Saree
Tanchoi
Himru
Pipli
Kashmiri Shawls.</td><td></td></tr>
<tr><td>Module 2</td><td colspan="2">Woven textiles in Southern India</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to
1. Compare the cultural, historical, and economic significance of traditional woven textiles in Southern Indian society.
2. Explain the distinguishing features of various traditional textiles, including the materials, weaving techniques, and patterns used in each type</td><td>Traditional woven textiles of Southern states of India- their origin, history, colors, designs, weaving technique and recent developments in:
• Dharmavaram sarees
• Venkatagiri Saree
• Gadwal Saree
• Narayanpet Saree
• Pochampally Ikat & Telia Rumal
• Kancheevaram Saree
• Ilkal Saree
• Mysore silk
• Aarni Silk</td><td></td></tr>
<tr><td>Module 3</td><td colspan="2">Woven textiles in Eastern India</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to
1. Describe the key features that distinguish the various traditional textiles of Eastern India.
2. Identify traditional textiles from Eastern India in real-life settings or through images, based on their unique characteristics.</td><td>Traditional woven textiles of Eastern states of India – their origin, history, colors, designs, weaving technique and recent developments in:
• Dacca muslin
• Applique work of Bihar
• Baluchari
• Jamdani
• Naga Shawls</td><td></td></tr>
</table>

Module 4	Woven textiles of Western India		1
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Adapt the ability to recognize traditional woven textiles of Western India. 2. Access the cultural, historical, and economic factors that have influenced the development and evolution of traditional woven textiles in Western India.	• Traditional woven textiles of Western states of India – their origin, history, colors, designs, weaving technique and recent developments in: • Patan Patola • Tangaliya • Bandhani • Kota Doria • Gharchola • Amrus	
Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)			
1. Collection of the sample of traditional woven textiles of various regions of India and then Preparing a documentation on the basis of their analysis. 2. Study and documentation of detailed study of a woven craft by visiting to the craftsperson. 3. Creating a portfolio or presentation that showcases the diversity of traditional textiles from various parts of India, proposing innovative ways to promote and preserve these art forms in modern contexts.			

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Krill, R. & Guy, J., (2014), Indian Textiles: The Karun Thakar Collection, Prestel Publication.

<table>
<tr><td>3014441 2 Major (Core)</td><td colspan="2">Textile Processing (Th)</td><td>Crs</td></tr>
<tr><td>Course Outcomes</td><td colspan="2">After going through the course, learners will be able to
1. Adapt knowledge about the processes used in textile industry
2. Acquaint about the changes that can be brought in textiles by doing various wet treatments
3. Infer the type of dyeing and printing processes used in the textile industry and selection of appropriate type</td><td>4</td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Introduction to Preparatory processes</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to
1. Identify the processes required to prepare a workable textile material from its original form
2. Adapt the knowledge about each preparatory process used in garment Industry
3. Study the type of auxiliaries that helps in performing the wet processes in the textile industry</td><td>• Introduction and importance of preparatory processes
• Preparatory processes - Cleaning
• For cotton-Singeing, Scouring, Desizing, Mercerisation
• For wool – Scouring
• For silk-Degumming
• Preparatory processes – Whitening for cotton, wool and silk
• Textile auxiliaries</td><td></td></tr>
<tr><td>Module 2</td><td colspan="2">Introduction to Dyeing</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to
1. Differentiate between dyes and pigments
2. Access the phenomenon of dye penetration and its effect on textile
3. Differentiate the types of dyes according to fibres and the various stages of dyeing textile substrates</td><td>• Introduction to Dyes, Dyeing and fibers
• History of dyes
• Difference between dyes and pigments
• Classification of dyes according to fibers- Natural, Synthetic and blends
• Methods of dyeing
▪ Fibre dyeing
▪ Yarn dyeing
▪ Fabric dyeing
▪ Garment dyeing
▪ Dyeing Defects</td><td></td></tr>
<tr><td>Module 3</td><td colspan="2">Introduction to Printing</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to</td><td>▪ Introduction of printing</td><td></td></tr>
</table>

	1. Get Awareness about the concept of printing. 2. Acquaint to the different methods of printing and the uses and limitations of each. 3. Identify the prints that are used in the fashion Industry	▪ Difference between dyeing and printing ▪ Styles of printing- Direct, Discharge and Resist ▪ Methods of printing- Block printing, Blotch printing, Digital printing, Duplex printing, Roller printing, Flock printing, Ink jet printing, Stencil printing, Screen printing, Transfer printing, Warp printing ▪ Printing Defect	
Module 4	**Introduction to Finishing**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Recognize how textile finishing effects and adapts fabrics for their intended end uses 2. Differentiate between mechanical and chemical finishing 3. Identify the finishes that are used in the textile Industry	● Introduction, importance and classification of textile finishes ● Mechanical finishing methods- Calendering Napping Sueding Plisse Softening Stiffening ● Chemical Finishing methods- Anti-microbial Antistatic Crease resistant Flame Resistant finishes Moth proof Shrinkage control Water and stain repellent, Water proof	
Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)			
1. Collection of samples of various types of fabrics and their observation **2.** Prepare a presentation on the types of prints that are used by the brands/textile designers / fashion designers			

References

Choudhary, A.K.R. (2011), *Textile Preparation and Dyeing*, Society of Dyers and Colourists, India.

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<table>
<tr><td>30144423 Major (Core)</td><td colspan="2">Prints in Textiles (Pr)</td><td>Crs</td></tr>
<tr><td>Course Outcomes</td><td colspan="2">After going through the course, learners will be able to
1. Identify and develop designs for the different types of traditional - printed and dyed techniques .
2. Establish CAD skills for print development.
3. Carry out the application of the print development process from concept to product application.</td><td>2</td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Traditional and Contemporary Printed Textiles</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to
1. Identify and analyze traditional Indian dyed and printed textiles.
2. Develop original design ideas and execute them using various traditional techniques.
3. Differentiate between contemporary print styles and layouts.
4. Choose appropriate printing methods based on design, aesthetics, and final application.</td><td>A. Traditional Dyed and Printed Textiles of India
● Overview of India’s traditional printed & dyed textiles and their techniques: Tie & Dye: Bandhani, Leheriya, Ikat, Block Printing: Ajrakh, Dabu, Sanganeri, Bagh Kalamkari / Madhubani / Patchitra Shibori, Clamp Dyeing, Batik, Process understanding and design development.
● Creation of contemporary design samples using traditional techniques and Application of developed samples to product surfaces (apparel/home).
B. Contemporary Print Styles and Printing Techniques
● Types of Print Layouts: Floral, Geometric, Checks/Spots/Stripes, Graphic/Abstract, Animal/Skin, Conversational, Scenic/Pictorial, Photographic, Classical (Paisley), Tribal/Ethnic.
Techniques & Processes: Stencil, Stamp, Screen (flat/rotary/roller), Water-based, Plastisol, High Density, Puff, Metallic, Flocking, Emboss, Laser, Duplex, Digital, Discharge, Heat Transfer, DTG/DTF, Vinyl, Sublimation.</td><td></td></tr>
</table>

<table>
<tr><td>Module 2</td><td colspan="2">CAD-Based Print Development and Creative Application</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to
1. Use CAD tools (Raster & Vector-based) for motif and pattern development.
2. Conceptualize and execute a printed textile range using both traditional and digital approaches.
3. Gain the making of product mockups and present them with industry-standard rendering.</td><td>A. CAD for Print DesignTools & Techniques:
Vector software for motifs, repeats, and colorways
Raster software for effects, textures, and enhancements
Digital rendering for fabric simulation
Product mock-ups using CAD for apparel and home decor items.
B. Creative Print Design Project
▪ Conceptual development: Inspiration board, Mood board, Color story.
▪ Motif & pattern development using both hand-rendered and CAD-based methods.
▪ Application on product range (apparel/home).
▪ Portfolio presentation including design boards and CAD mock-ups.</td><td></td></tr>
<tr><td colspan="4">Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)</td></tr>
<tr><td colspan="4">Activity:
1. Artisan Workshops for traditional dyeing and printing techniques
2. Visit to printing factory/workshop
Assignments:
1. Group Presentations on dyeing/printing craft
2. Sample file of developed samples for :
• Tie and Dye
• Block Printing
• Kalamkari / Madhubani / Patchitra
• Shibori
• Clamp Dyeing
• Batik
3.Hand Rendered Surface Pattern Designs (A4 size) for each type of print with note on the suitable printing technique that can be used:
• Floral
• Geometric
• Checks/Spots/Stripes
• Graphic/Abstract
• Animal/Skin
• Conversational (status)
• Scenic/Pictorial
• Photographic
• Classical (Paisley)
• Tribal/Ethnic
4.CAD based Design Project –
• Choose an inspiration
• Create a mood board using Raster Software
• Crate color board using CAD
• Motif development using Vector and Raster Software
• Pattern Development using Vector and Raster Software
• Pattern Rendering (combination of different techniques to create creative visual effect)
• Product Development (apparel/home)
• Print Application to create product mock-ups
• Portfolio Presentation</td></tr>
</table>

References

Arney, S. (1987). Malaysian batik. The Malaysian Handicraft Development Corporation.
Barrons. (2012). Textile printing. Barrons Educational Series.
Beigeleisen. (1958). Silk screen techniques. Dover Publications.
Brotighton, K. (1995). Textile dyeing. Rockport Publishers.
Bowles, M., & Isaac, C. (2012). Digital textile design. Laurence King Publishing.
Caldwell, L. (2006). Shibori. Lark Books.
Crill, R., & Murphy, V. (1991). Tie-dyed textiles of India. Victoria & Albert Museum.
Drudi. (2008). Fashion prints. Pepin Press BV.
Quinn, B. (2009). Textile designer: At the cutting edge. Laurence King Publishing.
Russell, A. (2011). The fundamentals of printed textile design. AVA Publishing.
Stallabrass, P. (1992). The creative guide to fabric screen printing. New Holland Ltd.
Wilson, J. (2000). Textiles: A handbook for designers. Woodhead Publications.

<table>
<tr><td>4421
Minor</td><td colspan="2">Design Thinking (Pr)</td><td>Crs</td></tr>
<tr><td>Course Outcome</td><td colspan="2">After going through the course, learners will be able to
1. Implement lateral design thinking frameworks to solve problems in the context of textile and surface design.
2. Utilize ideation tools like SCAMPER, Six Thinking Hats, and Mind Mapping to generate and refine creative concepts.
3. Develop and analyse the design process from research to prototyping, with an emphasis on user-centric solution and design thinking.
4. Implement design concepts that reflect critical thinking, experimentation, and innovation in textile design.</td><td>4</td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Overview of Design Concepts</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to
1. Identify and define the stages of the design process
2. Illustrate skills to approach problems creatively using lateral design thinking techniques</td><td>● Introduction to the design process and fundamentals of design thinking.
● Steps in the design thinking process - empathising, defining, ideating, prototyping and testing
● Observation of design thinking in Textiles via example sharing.</td></tr>
<tr><td>Module 2</td><td colspan="2">Design Thinking Techniques</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to
1. Use tools like Mind-mapping, SCAMPER and Six Thinking Hats to define new design concepts
2. Ideate from different points of view
3. Develop Design Variations</td><td>● Brainstorming using mind-mapping techniques to create word map as well as visual boards.
● Application of SCAMPER for design variation and development.
● Gestalt Principles of perception in design to create design iterations and understand perception in design.
● Six Thinking Hats for organising design ideas and processes.</td></tr>
<tr><td>Module 3</td><td colspan="2">Design Process - I</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to
1. Formulate inspirations into design ideas
2. Define a design focus for a project
3. Develop Design Iterations</td><td>● Translate a visual inspiration into a design concept.
● Defining and writing concept notes
● Creating visual design boards like moodboard, storyboard, colour palette, material board, client board etc.
● Extracting design elements, creative exploration and design development</td><td></td></tr>
</table>

Module 4	Design Process - II		1
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Execute designs into a visual or physical form 2. Demonstrate skills of creative problem solving	• Conversion of 2D ideas into 3D objects via exploration and prototyping. • Creation of a final textile development and its application on a product.	
Assignments/ Activities towards CCE			
1. Exercise on Gestalt principles - Applying fundamentals of design, to create a 2D design and then create variations of the design to demonstrate each gestalt principle 2. Develop a creative journal/sketchbook for creatively exploring an inspiration, using lateral design thinking techniques through ideation sketches and tactile experiments. 3. Develop design boards and define the project with concept notes. Demonstrate design understanding and problem solving in design via market survey and research. 4. Create samples/prototypes of products and demonstrate implementation of the same on a product range that is suitable for the market.			

References

Aspelund, K. (2014). The design process (3rd ed.). Fairchild Books.

Brown, T. (2009). *Change by design: How design thinking creates new alternatives for business and society*. Harvard Business Press.

Cross, N. (2011). Design thinking: Understanding how designers think and work. Berg Publishers.

de Bono, E. (1985). *Six thinking hats*. Little, Brown and Company.

<table>
<tr><td>0444421 OEC</td><td colspan="2">Prints for Textiles (Pr)</td><td>Crs</td></tr>
<tr><td>Course Outcomes</td><td colspan="2">After going through the course, learners will be able to
1. Identify the different types of traditional block printing techniques and develop a range of prints from concept to product application.
2. Identify the different types of contemporary printing techniques, their applications and develop a range of prints from concept to product application.</td><td>2</td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Types of Prints</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to
1. Differentiate and define the different types of print designs and layouts</td><td>Define and identify the different types of print designs and layouts
● Floral
● Geometric
● Checks/Spots/Stripes
● Graphic/Abstract
● Animal/Skin
● Conversational (status)
● Scenic/Pictorial
● Photographic
● Classical (Paisley)
● Tribal/Ethnic
Creating theme based design variations for each</td></tr>
</table>

Module 2	**Printing Techniques and their application**		1
	Learning Outcomes	**Module Content**	
	After *learning* the module, learners will be able to 1. Define and analyze various printing techniques/technologies and identify the most suitable printing technique based on design and application. 2. Conceptualize and design a range of prints with product application, using a combination of contemporary techniques.	▪ Identify contemporary printing technology and their visual effects ▪ Block Printing (Ajrakh, Dabu, Sanganeri, Bagh, etc.) ▪ Stencil/Stamp printing ▪ Screen printing (flat/rotary/roller) ▪ Water Based Printing ▪ Plastisol Printing, High Density Printing, Puff Printing ▪ Metallic Gold/Silver Process ▪ Flocking Printing, Emboss Printing ▪ Laser printing ▪ Duplex printing ▪ Digital printing ▪ Discharge printing ▪ Heat Transfer printing ▪ Direct to Fabric (DTG/DTF) Printing ▪ Heat Transfer Vinyl Printing ▪ Sublimation Transfer ▪ Printing ▪ Portfolio of print design	

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1.Surface Pattern Designs (A4 size) for each type of print:
- Floral
- Geometric
- Checks/Spots/Stripes
- Graphic/Abstract
- Animal/Skin
- Conversational (status)
- Scenic/Pictorial
- Photographic
- Classical (Paisley)
- Tribal/Ethnic

2.Design Project –
Choose an inspiration
- Create a mood board
- Crate color board
- Motif development
- Pattern Development
- Pattern Rendering
- Product Development
- Print Application to create product mock-ups
- Note on suitable printing technique with applicable technical sheet
- Portfolio Presentation

References

Barrons. (2012). *Textile Printing*. Barrons Educational Series.
Beigeleisen. (1958). *Silk Screen Techniques*. Dover Publications.
Bowles, M., & Isaac, C. (2012). *Digital Textile Design*. Laurence King Publishing.
Drudi. (2008). *Fashion Prints*. Pepin Press BV.
Fogg, M. (2006). *Print in Fashion*. Page One Publishing Pvt. Ltd.
Russell, A. (2011). *The Fundamentals of Printed Textile Design*. AVA Publishing.
Stallabrass, P. (1992). *The Creative Guide to Fabric Screen Printing*. New Holland Ltd.
Wilson, J. (2000). *Textiles – A Handbook for Designers*. Woodhead Publications.

<table>
<tr><td>3044442
2
OEC</td><td colspan="2">Fabric Styling (Pr)</td><td>Crs</td></tr>
<tr><td>Course Outcomes</td><td colspan="2">After going through the course, learners will be able to
1. Integrate various surface ornamentation techniques into cohesive design projects
2. Experiment with different methods to develop unique and original fabric styles.
3. Implement layering techniques to create depth and interest in fabric styling
4. Skillfully combine different fabrics to achieve desired aesthetic and functional outcomes</td><td>2</td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Fabric Styling & its different techniques</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to
1. Execute complex designs with precision and attention to detail.
2. Demonstrate originality and innovation in applying these techniques to various design projects</td><td>• Introduction to fabric styling & its different techniques
• Develop creative Surface Ornamentation Techniques to develop the look of the fabric-
• Creative Quilling
• Creative Origami
• Creative Appliqué
• Creative Quilting
• Creative Cutwork
• Creative Patchwork
• Creative Weaving
• Creative Smocking</td></tr>
<tr><td>Module 2</td><td colspan="2">Brand Analysis & Project Documentation</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to
1. Adapt fabric styling techniques to align with the specific needs and aesthetics of different brands.
2. Identify key design elements and aesthetic principles that define various brands.</td><td>• Explore national, international, and couture brands to create fabric styles that match their unique requirements and aesthetics.
• Project documentation on Surface Ornamentation Techniques & fabric styling based on a design concept of International & national brands.</td></tr>
</table>

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)
1. Study and documentation of detailed study on Surface Ornamentation Techniques & fabric styling based on a design concept of International & national brands. 2. Prepare any 5 samples ofCreative Surface Ornamentation Techniques mentioned in the course outline.

References

Brackett, K. (2010). *Scrap quilting, strip by strip*. That Patchwork Place.

Crabtree, C., & Shaw, C. (Eds.). (2006). *Quilting patchwork and appliqué: A world guide*. M. T. Publishing.

Fischer, A. (2016). *The fashion designer's textile directory*. Laurence King Publishing.

Rayment, J. (2010). *Creative tucks and textures for quilts and embroidery*. Search Press.

Singer, R. (2010). *Fabric manipulation: Creating textile designs with a sewing machine*. Crowood Press.

Van Niekerk, D. (2011). *Ribbon embroidery and stumpwork*. New Holland Publishers.

Wright, E. (2009). *Twist-and-turn Bargello quilts*. That Patchwork Place.

<table>
<tr><td>304441 OEC</td><td colspan="2">Traditional textiles of India (Th/Pr)</td><td>Crs</td></tr>
<tr><td>Course Outcomes</td><td colspan="2">After going through the course, learners will be able to
1. Identify the characteristics, historical significance of various traditional textiles from different regions of India.
2. Understand and evaluate the traditional techniques and processes involved in the creation of these textiles, including weaving, dyeing, and printing.
3. Demonstrate practical skills in creating or replicating traditional textile designs through hands-on projects, integrating traditional methods with modern interpretations.</td><td>2</td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr</td></tr>
<tr><td>Module 1</td><td colspan="2">Introduction to Traditional Indian Textiles</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to
1. Define the various types of traditional Indian textiles.
2. Differentiate between the textiles of different regions based on their techniques, materials, and motifs.</td><td>• Introduction to Traditional Indian Textiles: Overview of the textiles of regions as woven, printed, painted, or embroidered.
• Regional Textiles: Study of textiles from east, west, north, south & central India and its significance.
• Materials and Techniques: Examination of the materials (e.g., silk, cotton, wool) and techniques (e.g., weaving, dyeing,) used.</td></tr>
<tr><td>Module 2</td><td colspan="2">Traditional Techniques in Textile Creation</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to
1. Adapt the traditional techniques used in the creation of these</td><td>• Weaving Techniques: Detailed study of various weaving methods (e.g., ikat, brocade, jacquard).</td></tr>
</table>

	textiles, including weaving, dyeing, and printing. 2. Evaluate the influence of these techniques on contemporary design.	• Dyeing and Printing: Exploration of traditional dyeing (e.g., natural dyes, indigo) and printing techniques (e.g., block printing, tie-dye). • Embroidery Styles: Examination of different Indian embroidery styles (e.g., Chikankari, Zardozi, Kantha). • Contemporary Applications: Exploration of how traditional textiles can be adapted for modern uses in fashion, interior • design, and visual arts.	
Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)			
1. Research and presentation on a specific traditional textile of regions of India and its significance to the region. 2. Comparative analysis of two different techniques of regions in India. 3. Motif development of various traditional Textile Techniques 4. Visit or a tour for practical exposure or experience of learning the process and techniques of weaving, printing & dyeing.			

References

Gillow J. (2014)-"Indian Textiles: Past and Present" -Thames & Hudson
Gillow J. & Barnard N. (1993) "Traditional Indian Textiles" -Thames & Hudson
Karolia A. (2019) "Traditional Indian Handcrafted Textiles" -Niyogi Books
Singh M. (2009) "The Woven Textiles of India" -Lustre

<table>
<tr><td>01
FP</td><td colspan="2">Fieldwork on Indian Prints (Pr)</td><td>Crs</td></tr>
<tr><td>Course Outcomes</td><td colspan="2">After going through the course, learners will be able to
1. Identify and differentiate between various traditional and contemporary Indian print styles, techniques, and materials used in their creation.
2. Exhibit ethical behavior and cultural sensitivity when interacting with artisans, collectors, and communities.
3. Demonstrate practical skills in printmaking.
4. Execute fieldwork methodology & develop skills in observation, photography, sketching, and note-taking to document prints and associated cultural practices.</td><td>2</td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Introduction to Indian Printmaking</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to
1. Historical evolution of Indian printmaking, including key periods, regions, and influences that have shaped its development.
2. Examine the stylistic elements and motifs characteristic of different Indian printmaking traditions.</td><td>• Introduction to Indian printmaking: Historical timeline
• Categories of Printed Textiles
• Printed Design Techniques
• Styles and methods of printing
• Contemporary Printmaking in India.
• Cultural and Social Contexts of prints in India.</td></tr>
<tr><td>Module 2</td><td colspan="2">Fieldwork and Practical Application</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to
1. Demonstrate basic skills in traditional printmaking techniques through hands-on practice.
2. Attain a lifelong appreciation for the rich traditions of Indian printmaking, recognizing its importance as a cultural heritage.</td><td>• Fieldwork Preparation and Planning- Planning a field trip: Identifying sites and objectives, Ethics and best practices in fieldwork, including interacting with artisans.
• Fieldwork Execution- Conducting site visits: Workshops, museums, and markets, Techniques for documenting prints in situ (photography, sketching, note-taking).</td></tr>
</table>

		• Analysis and Preservation Techniques- Analyzing field data: Identifying styles, materials, and techniques. • Reporting and Sharing Findings- Structuring field reports and presenting findings.	

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Study and analyze the various printmaking techniques of India and present the compilation of findings in the form of presentation.
2. Visit to the various craft centers for in depth analysis of the fabric and prints and then develop the collection of design in a selected print technique and finally preparation and submission of a detailed fieldwork report.

References

Fish, J. (2005). Designing and printing textiles. The Crowood Press Ltd.
Mahapatra, N. N. (2022). Textile printing. Woodhead Publishing Company.
Patni, M. (2020). Textile designing and printing. Star Publications.
Sengupta, P. (2023, March 18). A brief history of printmaking in India: From 1850s art schools to modern works. Scroll.in. https://scroll.in/article/1048748/a-brief-history-of-printmaking-in-india-from-1850s-art-schools-to-modern-works

FIS-5-E

Course Structure of
B. Design (Lifestyle Accessory Design)

S. No	Semester I	Type Of Course	Credit	Marks	Int	Ext
10144321	Product Drawing & Sketching (PR)	Major (Core)	4	100	50	50
10144302	History of Lifestyle Accessory (Th)	Major (Core) 2B	2	50	50	0
10444311	Understanding Design Vocabulary (Th)	OEC (Anyone)	4	100	50	50
10444312	History of Accessories (Th)					
10644301	Material and Machinery Process -1(Basics)(PR)	VSC on major 1	2	50	50	0
10744321	Fundamentals of Data Management (Microsoft Office) (PR)	SEC	2	50	0	50
10810111	English for Academic Writing-Paper-I (Th) https://sndt.ac.in/pdf/academics/syllabus-as-per-nep/aec-syllabus/ug-degree/ability-enhancement-course.pdf	AEC (to be given by the University)	2	50	0	50
11051111	Introduction to Indian Constitution (Th) https://sndt.ac.in/pdf/academics/syllabus-as-per-nep/vec-syllabus/ug-degree/introduction-to-indian-constitution.pdf	IKS (Generic)	2	50	0	50
10952111	Inception of Indian Knowledge System(Th) https://sndt.ac.in/pdf/academics/syllabus-as-per-nep/iks-syllabus/ug-degree/inception-of-indian-knowledge-system.pdf	VEC	2	50	0	50
	*Selection from the link provided by the University https://sndt.ac.in/nep2020/syllabus-as-per-nep/cc-syllabus	CC	2	50	50	0
			22	**550**	**250**	**300**

	Semester II					
20144311	Understanding Materials (Clay, POP, Wood & Ceramic) (TH) /(PR)	Major (Core)3	4	100	50	50
20144322	AutoCAD Basics & Technical Drawing (PR)	Major (Core)2B	2	50	0	50
20644301	Introduction to Lifestyle Accessories (PR)	VSC on major 2	2	50	50	0
20644302	Introduction to Interior Design (PR)	VSC on major 3	2	50	50	0
20444311	History of Accessories (Th)	OEC (Anyone)	4	100	50	50
20444312	History of Design And Visual Dictionary (Th)					
20744301	Computer Application - UI/UX (PR)	SEC	2	50	50	0
20810111	English for Academic Writing-Paper-II (Th)English for Academic Writing- Paper-II (Th)https://sndt.ac.in/pdf/academics/syllabus-as-per-nep/aec-syllabus/ug-degree/ability-enhancement-course.pdf	AEC(to be given by the University)	2	50	0	50
20952111	Environment Awareness (PR)Environment Awareness (Th) https://sndt.ac.in/pdf/academics/syllabus-as-per-nep/vec-syllabus/ug-degree/environment-awareness.pdf	VEC	2	50	0	50
	*Selection from the link provided by the University https://sndt.ac.in/nep2020/syllabus-as-per-nep/cc-syllabus	CC	2	50	50	0
			22	**550**	**300**	**250**

Exit with UG Certificate with 4 extra credits (44 + 4 credits)

S.No.	Courses	Type of Course	Credits	Marks	Int	Ext
	Semester III					
30144311	History of Design And Visual Dictionary (Th)	Major (Core)	4	100	50	50
30144312	Material Studies and Product Development (Th)/(PR)	Major (Core)	4	100	50	50``
30144313	History of Accessories (Th)	Major (Core)	4	50	0	50
30344321	Product Digital Illustration (PR)	Minor Stream	2	100	50	50
30444321	Writing Skills (PR)	OEC	2	50	0	50
30444322	Metal Studies for Jewellery (PR)					
*Subject code to be allocated by university	Modern Indian Language (Marathi/ Sanskrit/ Hindi/ Gujarati /) (Th)	AEC(to be given by the University)	2	50	50	0
31344301	Analysis of Lifestyle Accessories Categories (Selling & Manufacturing perspective) (PR)	FP	2	50	50	0
*	As prescribed by University https://sndt.ac.in/nep2020/syllabus-as-per-nep/cc-syllabus	CC	2	50	50	0
			22	**550**	**300**	**250**
	Semester IV					
40144321	Technical drawing and 3D Digital Representation (PR)	Major (Core)	4	100	50	50
40144312	Leather Product Development (Th)/ (PR)	Major (Core)	4	100	50	50
40144313	Marketing and Merchandising (Th)	Major (Core)	4	100	50	50
40444321	Surface Development for Product (PR)	OEC	2	50	0	50
40444322	Accessories Development (PR)					
40744321	Graphic & Visual Representation (PR)	SEC	2	50	0	50

*Subject code to be allocated by university	Modern Indian Language (Marathi/ Sanskrit/ Hindi/ Gujarati /)(Th)	AEC(to be given by the University)	2	50	0	50
41544301	Craft Cluster & Product Development (PR)	CE	2	50	50	0
	*Selection from the link provided by the University https://sndt.ac.in/nep2020/syllabus-as-per-nep/cc-syllabus	CC	2	50	50	0
			22	**550**	**250**	**300**

Exit with UG Certificate with 4 extra credits (44 + 4 credits)

S.No.	**Courses**	**Type of Course**	**Credits**	**Marks**	**Int**	**Ext**
	Semester V					
5.1	Surface Ornamentation & Costume jewelry Development (Th)/ (Pr)	Major (Core)	4	100	50	50
5.2	Bag Construction & Development Techniques (Th)/ (Pr)	Major (Core)	4	100	50	50``
5.3	Professional Communication (Th)	Major (Core) IKS	2	50	0	50
5.4	Introduction to Photography (Th)/(Pr)	Major (Elective)	4	100	50	50
5.5	Interior Space Planning & Ergonomics (Th)/ (Pr)	Minor Stream	4	100	50	50
5.6	Functional Toy Designing (Pr)	VSC	2	50	50	0
5.7	Craft Product Documentation (Pr)	FP	2	50	0	50
			22	**550**	**300**	**250**
	Semester VI					
6.1	Introduction To Furniture & its Ergonomic Consideration (Th)/ (Pr)	Major (Core)	4	100	50	50
6.2	Footwear Design & Development (Th)/ (Pr)	Major (Core)	4	100	50	50
6.3	Recycling & Sustainable Practices (Pr)	Major (Core)	2	50	0	50
6.4	Professional Photography (Pr)/ Basic of Pattern Making and Construction (Pr)	Major (Elective)	4	100	50	50
6.5	Office Accessories Development (Th)/ (Pr)	Minor Stream	4	100	50	50
6.6	Industry Research Project (Pr)	OJT	4	100	50	50
			22	**550**	**250**	**300**

Syllabus 2024-25
Semester I (22Credits)

10144311 Major(Core)	**Product Drawing & Sketching (PR)**		**Crs-**
Course Outcome	After going through the course, learners will be able to - - 1. Craft designs with accuracy using basic sketching techniques. 2. Explore and learn various drawing tools and mediums to effectively communicate ideas. 3. Engage in the exploration of drawing skills and their application in the fashion field. 4. Recognize the colour chart for developing textures and prints.		4
Sr. No.	**Module Outcomes**	**Course Contents**	**Cr.**
Module 1	**Foundation in Drawing and Sketching**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to- 1. Acquire and utilize fundamental drawing and sketching techniques. 2. Identify with the process of sketching and draw inspiration from their environment. 3. Work on sketches by observing mundane objects.	● Introduction to product drawing Tools and Materials ● Basic drawing Techniques (acknowledge the different process of design: Scamper, 6-thinking hats) ● Freehand sketching ● Drawing from observation	
Module 2	**Product /Fashion Accessories Illustration Techniques**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to - – 1. Apply basic techniques in Product/ Accessories illustration. 2. Construct lifestyle accessories sketches with creative detailing. Acquire aesthetics sense for a developing personal style lifestyle accessories illustration.	● Detailed technical drawing for accessories ● Drawing Techniques - Exploring various drawing styles and approaches. Techniques for creating dynamic and expressive sketches. ● Rendering materials and texture-understanding different materials and textures commonly used in lifestyle accessory design techniques for accurately rendering materials through shading and highlighting. ● Colour Theory and application of colour schemes	

		● Rendering different mediums – 2b/4b/6b, colour pencil, water colour, poster colour	
Module 3	**Conceptual Sketching and Design Ideation**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to- 1. Generate creative concepts through the design ideation process. 2. Familiarize themselves with the concept of mood boards and storyboards. 3. Apply visual narrative techniques to enhance creativity.	● Brainstorming and Idea Generation in Lifestyle accessories ● Mood Boards and Concept Presentation Creating illustration Boards, Color and Fabric Swatches, Storyboarding Techniques, Narrative in Design via sketches and illustration. (Study the method of design process in terms of Inspiration, mood, colour, client boards Study or analysis of illustrators works & repeating illustrations Recreate the illustration Design inspiration board). ● Design Storyboarding and Visual Narratives.	
Module 4	**Applications and Visual Design Projects**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to- 1. Get acquainted with the industry-level sketching and illustration 2. Explore rendering skills for lifestyle product development 3. Utilize the skill of technical drawing for their design projects	● Sketching for Lifestyle accessories Design Projects ● Industry Practices and Standards in Lifestyle accessory design Illustration ● Compilation of Product drawing & development of Technical drawings.	

Assignments/ Activities towards CCE

1. Sketch a household item from different angles to practice observational skills.
2. Draw your idea for a new accessory, focusing on its features and style.
3. Use various tools and techniques to create a detailed sketch of your accessory design.
4. Compile your best sketches and designs into a visually appealing presentation to showcase your skills.

References

Allen, M. (2019). Drawing Essentials: A Complete Guide to Drawing (4th ed.). Oxford University Press.

Ford, S. (2018). Sketching for Product Designers. Laurence King Publishing.

Landa, R. (2018). Draw! Design! Create: A Master Class in Drawing and Design. Rockport Publishers.
Smith, G. (2020). The Fundamentals of Drawing Portraits. Walter Foster Publishing.
Lee, S. (2022). Advanced Techniques for Drawing Fashion Accessories. Barron's Educational Series.

<table>
<tr><td>10144312Major (Core)</td><td colspan="2">History of Lifestyle Accessory (Th)</td><td>Crs-</td></tr>
<tr><td>Course Outcome</td><td colspan="2">After going through the course, learners will be able to -

1. Identify key historical periods and styles in lifestyle accessories.
2. Describe the evolution and significance of different accessories over time.
3. Recognize the cultural and societal influences on accessory design
4. Investigate the impact of historical trends on the modern accessory designing.</td><td>2</td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Evolution of Lifestyle Accessories</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to-

1. Identify important historical periods and their distinctive accessory styles.
2. Explain the cultural and societal influences on accessory design in ancient to 19th-century history.
3. Trace the timeline of the evolution and significance of accessories from ancient times to the 19th century.</td><td>● Ancient and Medieval Accessories
● Renaissance to Baroque Period
● 18th and 19th Century Accessories
● Eastern and Western world design History -Pyramids, Greek & Roman Palaces and Public Spaces. Stupas, Cave and Structural Temples; Jewellery and Ornamentation
● Pre industrial and Post-industrial design intervention.</td></tr>
<tr><td>Module 2</td><td colspan="2">Modern and Contemporary Lifestyle Accessories</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to-

1. Identify key trends and styles in 20th and 21st-century accessories
2. Explain the impact of cultural movements on modern accessory design
3. Describe the role of technology and new materials in contemporary accessories
4. Examine current and emerging trends in accessory design</td><td>• Early 20th Century to Mid-Century Accessories
• Late 20th Century to Contemporary Accessories
• Current and emerging trends in accessory design
• Future Directions in Accessory Design</td></tr>
</table>

Assignments/ Activities towards CCE
1. Select an ancient civilization (e.g., Egyptian, Mesopotamian, Indus Valley) and research the types of accessories used, their materials, techniques, and cultural significance. Prepare a presentation with visual aids. 2. Write a comparative analysis essay focusing on the design elements, materials, and cultural influences of accessories from these periods. Include at least three examples from each period. 3. Conduct a trend analysis on contemporary accessories, focusing on materials, design styles, and cultural influences. Prepare a written report with examples and images of current trends.

References

Brown, C. (2021). Fashion Accessories Through History: A Visual Guide to Hats, Bags, and Shoes. Thames & Hudson.

Clark, E. (2020). A History of Jewellery: Five Thousand Years. University of California Press.

Evans, C. (2019). The Evolution of Handbags: A History of the Purse. Yale University Press.

Jones, M. (2023). Watches: A History of Timekeeping Innovation. Bloomsbury Visual Arts.

Smith, R. (2022). Shoes: A History from Sandals to Sneakers. Thames & Hudson.

10444311 OEC	**Understanding Design Vocabulary**		**Crs-**
Course Outcome	After going through the course, learners will be able to - - 1. Explore and articulate fundamental fashion terminology 2. Apply fashion vocabulary in professional communication and writing. 3. Distinguish between different fashion terms and their appropriate contexts 4. Assess the historical and cultural relevance of fashion terms.		4
Sr. No.	**Module Outcomes**	**Course Contents**	**Cr.**
Module 1	**Introduction to Design Glossary & Jargons**		**1**
	Learning Outcomes	**Module Content**	

	After learning the module, learners will be able to- 1. Apply and use design terminology in real-world situations. 2. Conceptualize content using appropriate design terminology.	● **Importance of Design Vocabulary** o Explore the value of a well-rounded design vocabulary in the industry. ● **Evolution of Design Terms and Jargons** o Discover how design terminology has transformed over time. ● **Cultural Influences on Design Terms Over Time** o Examine how cultural shifts shape the language used in design. ● **Origins of Key Design Terms and Their Evolution** o Trace the roots of key design terms and how they have developed. ● **Significant Periods in Design History** o Explore influential design eras such as the Renaissance, Victorian period, 1920s, and 1960s, and their impact on design vocabulary. ● **Key Design Terms** o Learn essential terms like silhouette, couture, prêt-à-porter, haute couture, bespoke, and fast fashion. ● **Design Categories** o Differentiate terms for various clothing types (e.g., blouse vs. tunic), design styles (e.g., bohemian vs. punk), and fabric types (e.g., chiffon vs. denim). ● **Communicating Using the Glossary in Design Writing** o Apply design terminology in writing and presentations effectively. ● **Presentations & Group Discussions** o Participate in activities where design terms are used in group discussions and presentations.	

<table>
<tr><td>Module 2</td><td colspan="2">Professional Usage of Design Vocabulary</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to - –
1. Appreciate and explain the significance of design terms in a professional setting.
2. Use design vocabulary accurately in professional writing, such as articles, blogs, and social media posts.
3. Integrate correct design terms into cohesive written documents, such as press releases.</td><td>● The Role of Design Vocabulary in Professional Practices
○ Learn how design terminology impacts industry communication and overall practice.
● Marketing and Sales
○ Explore how the correct use of design terms affects product descriptions and marketing strategies.
● Industry Standards of Design Vocabulary
○ Dive into the standard vocabulary used in design, manufacturing, and retail sectors.
● Writing Technical Documents
○ Master writing technical documents like specification sheets, style guides, and product descriptions using precise design terms.
● Tailoring Design Vocabulary for Various Audiences
○ Learn how to adapt design vocabulary for different audiences: clients, customers, or industry professionals.
● Using Design Glossary in Press Releases and Media Kits
○ Gain skills in crafting press releases, media kits, and promotional materials with the correct use of design vocabulary.
● Case Studies & Presentations
○ Examine real-world case studies and present how design terminology is used in professional settings.</td></tr>
<tr><td>Module 3</td><td colspan="2">Advanced Application of Design Vocabulary in Media & Branding</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to-
1. Incorporate design terms into media and branding materials effectively.</td><td>● Media & Branding in the Design Industry
● Crafting Compelling Media Content
● The Impact of Design Vocabulary on Brand Image</td><td></td></tr>
</table>

	2. Write compelling media content, such as blogs, press articles, and product descriptions, using correct design terminology.	● Adapting Design Terms to Different Platforms ● Case Studies on Media & Branding ● Group Presentations on Media Strategy	
Module 4	**Design Terminology in Creative & Technical Writing**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to- 1. Utilize design terminology in both creative and technical writing formats. 2. Create well-written documents, proposals, and guides that incorporate the correct design vocabulary.	● Creative Writing in Design ● Technical Writing in the Design Industry ● The Role of Design Vocabulary in Proposals & Reports ● Crafting User Guides and Instruction Manuals ● Building Design Vocabulary for Content Creation ● Group Writing Exercises & Peer Review	
Assignments/ Activities towards CCE			
1. Select a fashion magazine, website, or social media account and analyse the use of fashion terminology, jargons, evaluating their effectiveness and impact. 2. Create a blog post or a WordPress piece or a website article using appropriate fashion terms for a fashion-centric topic. Use visuals to support your writing. 3. Develop a marketing campaign or script for a fashion show, incorporating the fashion terms accurately and creatively. Presentations to be done in the class. give one more assignment like this using above data.		

References

Barnard, M. (2002). Fashion as communication. Routledge.
Fashionary International Limited. (2016). Fashionpedia: The visual dictionary of fashion design. Fashionary International Limited.
Hines, T., & Bruce, M. (2007). Fashion marketing. Routledge.
McNeil, P., & Miller, S. (2014). Fashion writing and criticism: History, theory, practice. Berg Publishers.
Picken, M. B. (1973). The fashion dictionary. Dover Publications.

<table>
<tr><td>10444312
OEC</td><td colspan="2">History of Accessories (OEC)</td><td>Crs.</td></tr>
<tr><td>Course Outcome</td><td colspan="2">After going through the course, learners will be able to
12. Design the prototypes of different accessories with the help of raw material
13. Acquire knowledge on fashion accessories, their types and hands-on techniques</td><td>04</td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td></td></tr>
<tr><td>Module 1</td><td colspan="2">Introduction and Evolution of Accessories</td><td>01</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to
9. Illustrate and differentiate the evolution of fashion accessories from civilization up to the present.</td><td>• History and Development of Accessories and their Production
• Evolution – ornamentation and need
• Functionality, aesthetics, attributes of accessories
• Period accessories – Stone age – Bronze age – Iron age – Middle age – Modern age
• Challenges in the making of accessories</td></tr>
<tr><td>Module 2</td><td colspan="2">Accessory Types and Inspiration Sources</td><td>01</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to
1. Get acquainted with the the basic factors influencing fashion.
2. Describe the materials, tools, and equipment in making fashion accessories;</td><td>• Study of different fashion accessories, Bags, Footwear, Jewellery, Belts, Headgears Stoles / Scarves
• Identify Sources of Inspiration for Accessories Designing.
• Experiment with different textures, colours, and other techniques to create various designs.
• Decoding trends and forecast interpretations.
• Design and develop fashion accessories for women.
• Restyling the accessories with creative techniques</td></tr>
<tr><td>Module 3</td><td colspan="2">Materials & Tools in Accessories</td><td>01</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to
1. Identify materials, tools and equipment in making fashion accessories.
2. Explore own individual style to the full,</td><td>Introduction to different materials, their properties and use of them in making of accessories
• Leather
• Wood
• Stones
• Shells
• Metal</td><td></td></tr>
</table>

	creating breath-taking accessories	• Different Fabrics	
Module 4	**Accessories of 21st century**		
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Sketch, render and incorporate designs, styles in 2 D & 3D format 2. Gain knowledge of the maintenance and care of different accessories	• Role of Accessory Designers – focusing on individual expression/ signature style of the most prominent accessory designers (international & national) • Illustrations with rendering, mood boards & inspiration boards • Period movie accessories analysis and review, both Bollywood and Hollywood	

Assignments/ Activities towards CCE

1. Group presentation by students of individual eras including one prototype of accessory from each era.
2. Creating prototype of any one from choices like – leather bag, wood box of jewellery, stone jewellery, headgear, unique accessories from metal recycle or innovative fashion accessory with fabric stole.
3. Individual case study presentation on one national and one international accessory designer.
4. Detailed sketching and rendering of accessories used in iconic Bollywood / Hollywood movies of any 3 characters of choice.

References

Revere, A. (2006). Masters: Gemstone. Lara Books.
Schaffer, J., & Saunders, S. (2012). Fashion design course: Accessories: Design practice and processes for creating hats, bags, shoes, and other fashion accessories. Barron's Educational Series.
Sigal, P. (n.d.). Costume jewellery for haute couture. Thames and Hudson.
Wells, W. (2008). Masters: Bead weaving. Lara Books.
Schaffer Jane, Saunders Sue (2012), Fashion Design Course: Accessories: Design Practice and Processes for Creating Hats, Bags, Shoes, and Other Fashion Accessories, Barron's Educational Series.
SigalP.,"Costume jewellery for haute couture", Thames and Hudsom.

<table>
<tr><td>10644301 (VSC)</td><td colspan="2">Material and Machinery Process-1 (Basics) (PR)</td><td>Crs-</td></tr>
<tr><td>Course Outcome</td><td colspan="2">After going through the course, learners will be able to - -

1. Recognize different materials and their features in context to the machine for their processing / designing
2. Develop skill in different machine applications and their technicalities.
3. Explore the materials and develop designs as per the contemporary trends.</td><td>2</td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Introduction to Materials and Tools</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to - -
1. Identify various materials commonly used in accessory design
2. Demonstrate proficiency in using basic hand and power tools
3. Appreciate the properties and characteristics ofdifferent materials
4. Equate safety procedures and best practices when working with tools and materials</td><td>● Overview of materials in Lifestyle Accessories
● Basic workshop tools and equipment
● Knowledge of sewing machines
● Documentation on materials and machine
● Definition & knowledge of different seams and stitches.
● Swatches of various stitching techniques.</td><td></td></tr>
<tr><td>Module 2</td><td colspan="2">Processing Techniques and Applications</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to - -
1. Explain various material processing techniques used in accessory design
2. Operate basic machinery for shaping and joining materials
3. Select appropriate processing techniques based on material properties
4. Develop simple prototypes using learned processing techniques.</td><td>● Processing techniques for materials
● Machine and fabrication Equipment
● Textile and Leather Working Machines demonstration
● Material Selection and Project Development
● Theoretical knowledge about Types of Material and their Properties.
● Uses of different types of materials.
● Difference between inches, CMs, yards & meters and how to take measurements.</td><td></td></tr>
</table>

Assignments/ Activities towards CCE
1. Demonstrate the correct usage of selected hand tools (e.g., hammer, pliers, screwdriver) and power tools (e.g., drill, saw, sander) in a supervised workshop setting. Perform tasks such as cutting, shaping, and joining materials using appropriate tools. 2. Choose a specific fabrication process (e.g., metal casting, plastic injection moulding, textile sewing) and create a comprehensive documentation including step-by-step instructions, illustrations, and safety guidelines. 3. Provide examples of real-world applications where the chosen process is commonly used. 4. Design and develop a prototype of a lifestyle accessory using the materials and processing techniques learned in class. Document the entire process from initial concept sketches to final prototype creation, including material selection, fabrication process, and finishing techniques.

References

Anderson, L. (2021). Materials and Tools for Fashion Design. Bloomsbury Visual Arts.
Carter, M. (2020). Understanding Materials: A Comprehensive Guide for Fashion Design. Laurence King Publishing.
Harris, J. (2019). Fashion Design Essentials: Tools and Techniques for Apparel Design. Fairchild Books.
Thomas, G. (2022). Fashion Materials: A Guide to Fabrics for Designers. Laurence King Publishing.

10744301 (SEC)	**Fundamentals of Data Management (Microsoft Office) (PR)**		**Crs-**
Course Outcome	After going through the course, learners will be able to - - 1. Operate desktop computers to carry out computational tasks 2. Recognize working of hardware and software and the importance of operating systems. 3. Design and deliver presentations using spreadsheet and Google sheets. 4. Acquire skills to present ideas digitally and manage digital content effectively.		2
Sr. No.	**Module Outcomes**	**Course Contents**	**Cr.**
Module 1	**Computer Hardware and File Management**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to - - 1. Recognize fundamental concepts of computer hardware and software. 2. Manage files and folders effectively using different operating systems.	• Overview of computer basics: (processing power, memory & storage space, High-Quality Monitor; Graphic tablet, scanner, printer, external hard disk, Wacom stylus) • Introduction to different types of computers (desktop, laptop, tablet, etc.). • Introduction to operating systems: Windows, macOS, and Linux • Creating, organizing, and managing files and folders • Learning file formats and extensions • Using cloud storage for file backup • Creating and formatting documents • Using templates and styles • Inserting images, tables, and charts	

<table>
<tr><td></td><td>3. Generate, edit, and format documents using word processing and Google doc.</td><td>• Using track changes and comments for collaboration
• Basic functionalities mirroring word processor</td><td></td></tr>
<tr><td>Module 2</td><td colspan="2">Spreadsheets, Presentation and Email fundamentals</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to - -
1. Produce and manage spreadsheets using spreadsheet and google sheet.
2. Design and deliver presentations using open source like Google slide /Canva.
3. Demonstrate effective use of email, internet, and online collaboration tools.</td><td>● Basics of spreadsheets and data entry
● Formatting cells and using formulas
● Creating charts and graphs
● Basic data analysis and pivot tables
• Basic functionalities mirroring spreadsheet
• Creating and designing presentations
• Using themes and templates
• Adding multimedia elements (images, audio, video)
• Presentation techniques and tips
● Basic functionalities mirroring slide presentation
● Setting up and managing email accounts
● Email etiquette and professional communication
● Using search engines effectively for research
● Basics of online collaboration tools (e.g., Google Drive, Google Docs)
● Common computer issues and their solutions
● Maintaining system performance: updates, antivirus, and backupsBasic network troubleshooting</td><td></td></tr>
<tr><td colspan="4">Assignments/ Activities towards CCE</td></tr>
<tr><td colspan="4">1. Produce a 2-page newsletter for a fashion and accessories product using word processor. The newsletter should include: A header with the event title and date. At least two images related to the event. Text formatted in different styles (e.g., headings, subheadings, body text). A table showing the event schedule. A footer with page numbers. Save both documents as PDF files and submit them.
2. Generate a spreadsheet in Microsoft Excel containing hypothetical data for a fashion retail store. The data should include: Product names, Categories Prices, Quantities sold in the past month
3. Perform the following tasks: Calculate the total sales for each product. Identify the top-selling product category using a pivot table. Create a bar chart showing the sales figures for each product. Save both spreadsheets as PDF files and submit them.
4. Develop a 15-slide presentation about the latest trends in product design using Microsoft PowerPoint. The presentation should include: A title slide with your name and the presentation title. Slides with text and images illustrating different fashion trends. A conclusion slide summarizing the key points. Use of animations and transitions to enhance the presentation.</td></tr>
</table>

References
Brown, B. (2019). *Microsoft PowerPoint 2019 in 90 pages*. Belleyre Books.
Jackson, L. (2013). *PowerPoint surgery: How to create presentation slides that make your message stick*. Engaging Books.
Jordan, J. (2021). *Excel 2020 for beginners: The complete dummy to expert illustrative guide with examples that teaches everything you need to know about Microsoft Excel 2020 (Formulas and functions inclusive)*. Independently Published.
Lewis, C. M., Chatfield, C., & Johnson, T. (2019). *Microsoft Project 2019 step by step*. Microsoft Press.
Professor, M. O., & Nordell, R. (2019). *Microsoft Outlook 365 complete: In practice, 2019 edition*. McGraw-Hill Education.
Weverka, P. (2018). *Office 2019 all-in-one for dummies*. John Wiley & Sons.
Weverka, P. (2019). *Office 365 all-in-one for dummies*. John Wiley & Sons.

1081011 1 (AEC)	**English For Academic Writing- Paper I For students of English Medium (Th)**		**Crs-**
Course Outcome	After going through the course, learners will be able to - - 1. Read simple texts fluently with proper learning. 2. Acknowledge the format of letter and email writing. 3. Develop skills for academic writing.		2
Sr. No.	**Module Outcomes**	**Course Contents**	**Cr.**
Module 1	**Computer Hardware and File Management**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to - 1. Utilize literary text as a context to learn language. 2. Develop reading skills. 3. Listen and respond to audio content.	• Short stories from the book Advantage English • Lawley Road by R. K. Narayan • *Romance of a Busy Broker* by O Henry • 4.Language in Use: Vocabulary Building, Verbs – • Tenses, Subject-Verb Agreement • Comprehension- Close Reading, Skimming, Scanning • Selections of audio content that could be based on general interesting topics	

Module 2	**Speaking and Writing Skills**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to - - 1. Acknowledge the basics of Academic Writing. 2. Write formal and goodwill letters and emails. 3. Introduce oneself and others in a formal set-up.	• Summary Writing • Formal Letters and Emails- Leave Note, Enquiries and Complaints • Goodwill Letters and Emails- Thank You andCongratulations • Introducing self and others	
Assignments/ Activities towards CCE			
1. Formal vs Informal Writing – A Comparative Analysis - Rewrite a casual blog post or email into a formal academic paragraph. 2. Write a unified paragraph (150–200 words) on a current issue (e.g., AI in education). 3. Write a mini research proposal (title, rationale, objectives, methodology).			

References

Gangal, J. K. (2011). *A practical course in developing writing skills in English*. PHI Learning Private Limited.

Gangal, J. K. (2012). *A practical course in effective English-speaking skills*. PHI Learning Private Limited.

Swales, J. M., & Feak, C. (2012). *Academic writing for graduate students: Essential tasks and skills* (3rd ed.). University of Michigan Press ELT.

Yadav Raju, B., &Murlikrishna, C. (2009). *Advantage English*. Orient BlackSwan.

1095211 1 (IKS)	**Inception of Indian Knowledge System**		**Crs-**
Course Outcome	After going through the course, learners will be able to - - 1. Develop over all acknowledgement of the various components of Indian knowledge system. 2. Spread awakening about scientific and eternal knowledge of the Indian knowledge system. 3. Promote advance study and inter disciplinary research on all aspects of Indian knowledge system.		2
Sr. No.	**Module Outcomes**	**Course Contents**	**Cr.**
Module 1	**Antiquary and development of Indian knowledge system**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to - - 1. Recognize the sources and concept of Indian knowledge system. 2. Describe scientific approaches and techniques, used in Indus Valley	• Basic knowledge and scope of IKS • Archaeological Sources of IKS- Pre historic period's evidences • Indus Valley Civilization- • Various aspects of Vedic civilization	

	Civilization, Vedic Civilization and others. 3. Illustrate the origin and development of astronomy and mathematics. 4. Justify eternal values as an essence of life sciences in ancient India.	● Dharma and darshan- Vedic Dharm and Shad Darshan ● Development of Science and Technology in ancient India ● Astronomy - Aryabhata and VaraMihir ● Mathematics- Shulvasutra and Baksali manuscript, ● Formulation of Arithmetic, Algebra and trigonometry ● Life Sciences – Life science in Plants, Anatomy, ● Physiology, Ayurveda, Medicine, Microbiology, Surgery, Yoga and Meditation etc.	
Module 2	**Development of Engineering Science, Technology & Fine Arts in India**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to - - 1. Define system, methods, and engineering science from ancient India to modern times. 2. Elaborate vast contribution of ancient Indian researchers, scientists, and architects to the modern world. 3. Demonstrate many examples in various fields like agriculture, industry, architecture and performing arts etc.	● Agriculture, Metallurgy ● Various Industries- Silk Industry, cotton Industry and ship building ● Indian Fine Arts- ● Cave architecture ● Temple architecture ● Vastu- Vidya Sculpture Forts and Stepwells Observatories Paintings ● Music - Art of singing ● Art of dancing -Natyakala ● Cultural traditions and Folk arts	

Assignments/ Activities towards CCE
1. Write a 500-word essay reflecting on the concept of knowledge in Indian tradition (Shruti, Smriti, oral vs. written traditions). 2. Design a visual timeline of key IKS milestones (e.g., Aryabhata, Susruta, Charaka, Bhaskara, Panini). 3. Visit a local temple, craft workshop, or folk-art centre and document insights through interviews, photos, and a report.

References

Chakradeo, Ujwala, Temples of Bharat, Aayu Publications, New Delhi, 2024.

D.N. Bose, S.N. Sen and B. V. Subbarayappa, *A Concise History of Science in India*, Indian National Science Academy, New Delhi, 2009.

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Kapoor, K. (2021), Indian Knowledge System: Nature, Philosophy, Character in Indian Knowledge System, vol. 1, Pub. Indian Institute of Advanced Studies, Shimla

Kulkarni, Raghunath Purushottam, Char Shulbsutra, Rashtriya Ved Vidya Sansthan, 2000.

<table>
<tr><td>1105111 1 (VEC)</td><td colspan="2">Introduction to Indian Constitution</td><td>Crs-</td></tr>
<tr><td>Course Outcome</td><td colspan="2">After going through the course, learners will be able to -

1. Get an in-depth knowledge of the constitution and the institutional structures as provided in the Constitution of India
2. Explore institutional forms and practices on the basis of their historical underpinnings.
3. Assessment the institutions and actors in the context of social and political processes.</td><td>2</td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Constitution & Constitutionalism</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to -
1. Acknowledge the necessity of a constitution in providing a framework for governance, protecting individual rights, and maintaining social order.
2. Grasp the concept of constitutional morality and its role in guiding individuals, institutions, and government towards upholding constitutional principles.</td><td>● Why do we need a constitution?
● Constitutional Morality: Meaning and Relevance
● Historical background to framing of Indian constitution
● Philosophy of the Constitution: the Preamble
● Constitution as a source of Public Policy, as an instrument of governance and transformation</td></tr>
<tr><td>Module 2</td><td colspan="2">Main Features of Indian Constitution</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to -
1. Interpret the meaning and Importance of Secularism</td><td>● Rights, Duties and Idea of Welfare State
● Parliamentary Democracy
● Independent Judiciary
● Federalism
● Secularism</td></tr>
<tr><td colspan="4">Assignments/ Activities towards CCE</td></tr>
<tr><td colspan="4">1. Constitutional Case Studies on Fundamental Rights, Directive Principles
2. Quiz on History of Constitution Making
3. Presentations on Parliament, Executive, Supreme Court
4. Info graphs on Constitution principles and State policies</td></tr>
</table>

References

Bakshi, P. M. (2020). The Constitution of India (14th ed.). Universal Law Publishing.
Basu, D. D. (2018). Introduction to the Constitution of India (24th ed.). LexisNexis.
Kashyap, S. C. (2015). Our Constitution (5th ed.). National Book Trust, India.
Pylee, M. V. (2021). India's Constitution (16th ed.). S. Chand Publishing.

Semester II (22 Credits)

<table>
<tr><td>20144311
Major
(Core)</td><td colspan="2">Understanding materials (Clay, POP, Wood & Ceramic) (Th/PR)</td><td>Crs-</td></tr>
<tr><td>Course Outcome</td><td colspan="2">After going through the course, learners will be able to -
1. Recognize and name the properties of clay, POP, wood, and ceramic
2. Learn to use and shape clay, POP, wood, and ceramic in different projects
3. Explore techniques to Mold and finish each material
4. Apply decision-making ability for material selection for differentdesign projects</td><td>4</td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Introduction to Materials</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to -
1. Recognize the difference between natural and synthetic materials
2. Identify with the methodologies for handling these materials
3. Create basic safety precautions while working with various materials</td><td>● Overview of Natural and Synthetic Materials (Understanding Natural vs. Synthetic Materials)
● Historical overview in correlation to Clay, POP, Wood, and Ceramic
● Properties and characteristics of Materials
● Physical and Chemical Properties
● Advantages and Disadvantages of Each Material
● Basic Handling Techniques - safety precautions, overview of tools and equipment</td></tr>
<tr><td>Module 2</td><td colspan="2">Working with Clay</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>1. Identify different types of clay and their usage
2. Demonstrate basic clay shaping techniques like pinching, coiling, and wheel throwing
3. Demonstrate surface treatments and methods to clay projects</td><td>● Types of Clay and their uses
● Air clay and traditional clay product making
● Ideation and innovation
● Clay shaping with different techniques</td></tr>
<tr><td>Module 3</td><td colspan="2">Working with Plaster of Paris (POP)</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to -
1. Recognize the properties of Plaster of Paris (POP)
2. Learn Molds and casts using POP for intricate designing</td><td>● Understanding POP
● Composition and Properties and its application in Lifestyle Accessories
● Ideation and innovation
● Moulding and casting with POP</td><td></td></tr>
</table>

	3. Examine techniques for smoothing, sanding, and finishing POP projects 4. Decorate and paint POP surfaces effectively	• Finishing process of POP with smoothing and sanding, painting and surface decoration	
Module 4	**Working with Wood and Ceramic**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to - 1. Differentiate between hardwood and softwood and their applications. 2. Perform basic woodworking techniques such as cutting, shaping, and joining wood 3. Explore ceramic and its industrial applications.	• Exploring wood and its nature in relation to product-making • Hardwoods vs. softwoods, • Wood for fashion accessories • Woodworking techniques - cutting, shaping, and joining wood, carving and inlay techniques) • Introduction to ceramic - history and new-age trends • Integrating materials in accessories design • Combining clay, POP, wood, and ceramic in projects, • Case studies of Lifestyle Accessories designers	
Assignments/ Activities towards CCE			
1.Write a report comparing the properties, uses, and safety precautions of clay, POP, wood, and ceramic. 2.Create a small project using clay (e.g., a simple pot, sculpture, or decorative item) employing techniques like pinching, coiling, or slab building. 3.Create a detailed Mold and cast using Plaster of Paris, such as a decorative piece or functional item. 4.Design and construct a simple woodworking project, such as a small box, frame, or sculpture.			

References

Ashby, M. F., & Johnson, K. (2013). Materials and design: The art and science of material selection in product design (3rd ed.). Butterworth-Heinemann.

Bruce, H. (2002). The woodworker's bible: A complete guide to woodworking. Rodale Press.

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Peterson, S. (2000). The craft and art of clay: A complete potter's handbook (4th ed.). Laurence King Publishing.

Shackelford, J. F. (2015). Introduction to materials science for engineers (8th ed.). Pearson.

<table>
<tr><td>2014431 2Major (Core)</td><td colspan="2">Auto CAD Basics and Technical Drawing (PR)</td><td>Crs-</td></tr>
<tr><td>Course Outcome</td><td colspan="2">After going through the course, learners will be able to -
1. Efficiently use the AutoCAD interface, tools, and commands for creating precise drawings.
2. Develop and modify detailed 2D technical drawings using layers, dimensions, text, and hatching.
3. Implement standard projection techniques and proper dimensioning with tolerances in technical drawings.
4. Develop complete technical drawing sets for product design projects and effectively communicate design concepts.</td><td>2</td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Introduction to 2D Drawing and AutoCAD</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to -
1. Apply sketching techniques to create well measured technical sketches of any given product.
2. Recognise AutoCAD interface and basic drawing tools and apply precision techniques in drafting.
3. Apply simple 2D drawings using AutoCAD.</td><td>• Introduction to AutoCAD
• Overview of AutoCAD Interface
• Drawing Precision Techniques
• Using OSNAP, GRID, ORTHO, Polar Tracking
• Introduction to Coordinates System: Absolute, Relative, Polar
• Text and Dimensioning
• Layer Management
• Hatching and Gradients
• Blocks and Templates
• Plotting and Printing</td><td></td></tr>
<tr><td>Module 2</td><td colspan="2">Technical drawing Skills</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to -
1. Develop technical drawing skills for product design.
2. Recognise and apply projection techniques and dimensioning standards.
3. Utilize AutoCAD tools for complex object creation and 3D modelling.</td><td>• Technical Drawing Fundamentals
• Standard Symbols and Notations
• Dimensioning Standards and Practices
• AutoCAD Techniques
• Introduction to 3D Modelling in AutoCAD
• Rendering Objects
• Project Work and Practical Applications</td><td></td></tr>
<tr><td colspan="4">Assignments/ Activities towards CCE</td></tr>
</table>

1. Create basic drawing tools by creating simple 2D shapes and objects.
2. Design a simple product (e.g., a small piece of furniture, a gadget, or a household item). Create a full set of technical drawings including: Detailed 2D drawings of all individual parts
3. Create technical drawing of objects using proper dimensions of the product.
4. Develop technical sketches and design various products such as bags, jewellery, shoes, bottles, and lighting products using AutoCAD software.

References

Basia, S. (2010). *Technical drawing for fashion*. Laurence King Pub.

Bielefeld, B., & Skiba, I. (2013). *Basic technical drawing (Fundamentals of presentation)*. Birkhauser.

CAD Artifex. (2023). *AutoCAD 2024: A power guide for beginners and intermediate users* (9th ed.). Cad Artifex.

Gordan, R. (2008). *Perspective drawing: A designer's method*. Fairchild Books Publications.

2034431 1 VSC	**Introduction to Lifestyle Accessories (Th)**		**Crs-**
Course Outcome	After going through the course, learners will be able to - 1. Identify various types of lifestyle accessories and their functions 2. Comprehend the historical and cultural significance of different accessories 3. Apply design principles to create innovative and marketable lifestyle accessory designs.		2
Sr. No.	**Module Outcomes**	**Course Contents**	**Cr.**
Module 1	**Overview of Lifestyle Accessories**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to; 1. Identify key historical periods and their distinctive accessory styles 2. Appreciate the significance of accessories in daily life and fashion field 3. Explore the diversity of various accessories in enhancing personal expressions.	● Historical overview of accessory ● Evolution and cultural influences on accessory design ● Definition and significance of lifestyle accessories ● Types and categories of lifestyle accessories - utility accessories & aesthetic accessories	
Module 2	**Design and Market Trends**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to - 1. IdentifyandInvestigatecurrent market trends in lifestyle accessories	● Design principles for Lifestyle Accessories ● Introduction to design elements and principles in accessory design, ● Application of design principles in creating	

	2. Apply design principles to create accessories that align with market demands 3. Explore new materials and technologies to incorporate into accessory design for enhanced creativity and market competitiveness.	functional and aesthetically pleasing accessories ● Market trends and innovation ● Analysis of current market trends with case studies and presentations	

Assignments/ Activities towards CCE

1. Choose three different types of lifestyle accessories (e.g., bags, jewellery, tech accessories) and analyse their design, materials, and functionality.
2. Research and analyse current market trends in lifestyle accessories, focusing on specific categories (e.g., sustainable fashion, minimalist design).

References

Brown, E. (2021). Current market trends in lifestyle accessories. *Trends in Fashion Accessories, 25*(4), 78-92.

Johnson, S. (2020). The importance of lifestyle accessories in fashion. *Fashion Journal, 15*(2), 45-58.

Smith, A. R. (2019). Understanding the significance of accessories in daily life. *Accessories Studies Quarterly, 8*(3), 112-125.

Williams, J. K. (2018). Innovation and adaptation in accessory design. *Journal of Design Innovation, 12*(1), 30-42.

20644311(VSC)	Introduction to Interior Design (Th/PR)		Crs-
Course Outcome	After going through the course, learners will be able to - 1. Apply the basic principles of interior design on lifestyle accessories 2. Identify various types of lifestyle accessories and their roles in enhancing interior spaces. 3. Develop skills in selecting and coordinating accessories to create cohesive design themes. 4. Recognize current trends and innovations in interior design and accessories		2
Sr. No.	Module Outcomes	Course Contents	Cr.
Module 1	Foundations of Interior Design		1
	Learning Outcomes	Module Content	
	After learning the module, learners will be able to - 1. Identify and apply basic design principles such as balance, harmony, and rhythm in interior spaces. 2. solve and use various elements of design,	● Principles of interior design- balance, harmony, and Rhythm proportion ● Role of space and layout in interior design ● Elements of Interior Design - line, shape, and form, ● Color theory and Psychology	

<table>
<tr><td></td><td>including line, shape, colour, and texture, in creating aesthetically pleasing environments.
3. Recognize different interior design styles and their historical contexts.
4. Develop foundational skills in creating cohesive and functional interior layouts.</td><td>● Texture and patterns)
● Overview of major interior design styles
● Enhancing interior spaces</td><td></td></tr>
<tr><td>Module 2</td><td colspan="2">Space Planning & Styling</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to -
1. Identify with spatial concepts of interiors and exteriors
2. Apply contemporary design techniques to space planning
3. Integrate sustainable and eco-friendly practices in interior design.</td><td>● Developing acquaintance with spaces both interior and exterior
● Spatial interior design - balancing functionality and aesthetics.
● Organizing elements like colour, texture, and lighting for visually appealing spaces
● Introduction to Floor Plan - landscape & living
● Case studies and projects</td></tr>
<tr><td colspan="4">Assignments/ Activities towards CCE</td></tr>
<tr><td colspan="4">1. Select an interior space (such as a room in your home or a public space) and analyse it in terms of design principles. Write a 1000-word report detailing your observations and suggestions for improvement.
2. Conduct research on current trends in interior design and present creatively with details like, popular styles, materials, and colour palettes. Discuss how these trends influence lifestyle accessory design.
3. Create a mood board that represents a contemporary interior design style. Include images, colour swatches, and material samples. Write a 200-word</td></tr>
</table>

References

Ball, V., & Nystrom, C. (2014). *Introduction to Interior Design*. Pearson.

Ching, F. D. K., & Binggeli, C. (2018). *Interior design illustrated* (4th ed.). Wiley.

Pile, J. F. (2005). *Interior design*. Prentice Hall.

Sparke, P. (2013). *An introduction to design and culture: 1900 to the present* (3rd ed.). Routledge.

Trupin, R. (2017). *The interior design handbook: How to be your own decorator*. Ten Speed Press.

<table>
<tr><td>20444311 (OEC)</td><td colspan="2">History of Accessories (OEC)</td><td>Crs.</td></tr>
<tr><td>Course Outcome</td><td colspan="2">After going through the course, learners will be able to
1. Design the prototypes of different accessories with the help of raw materials
2. Acquire knowledge on fashion accessories, their types and hands-on techniques</td><td>04</td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td></td></tr>
<tr><td>Module 1</td><td colspan="2">Introduction and Evolution of Accessories</td><td>01</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to
1. Illustrate and differentiate the evolution of fashion accessories from civilization up to the present.</td><td>• History and Development of Accessories and their Production
• Evolution – ornamentation and need
• Functionality, aesthetics, attributes of accessories
• Period accessories – Stone age – Bronze age – Iron age – Middle age – Modern age
• Challenges in the making of accessories</td></tr>
<tr><td>Module 2</td><td colspan="2">Accessory Types and Inspiration Sources</td><td>01</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to
1. Get acquainted with the basic factors influencing fashion.
2. explore the materials, tools, and equipment in making fashion accessories;</td><td>• Study of different fashion accessories, Bags, Footwear, Jewellery, Belts, headgear Stoles / Scarves
• Identify Sources of Inspiration for accessory design.
• Experiment with different textures, colors, and other techniques to create various designs.
• Decoding trends and forecast interpretations.
• Design and develop fashion accessories for women.
• Restyling the accessories with creative techniques</td></tr>
<tr><td>Module 3</td><td colspan="2">Materials & Tools in Accessories</td><td>01</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to
1. Identify materials, tools and equipment in making fashion accessories.
2. Explore own individual style to the full,</td><td>Introduction to different materials, their properties and use of them in making of accessories
• Leather
• Wood
• Stones
• Shells
• Metal</td><td></td></tr>
</table>

	creating breath-taking accessories	• Different Fabrics	
Module 4	**Accessories of 21st century**		
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Sketch, render and incorporate designs, styles in 2 D & 3D format 2. Gain knowledge of the maintenance and care of different accessories	• Role of Accessory Designers – focusing on individual expression/ signature style of the most prominent accessory designers (international & national) • Illustrations with rendering, mood boards & inspiration boards • Period movie accessories analysis and review, both Bollywood and Hollywood	
Assignments/ Activities towards CCE			
1. Group presentation by students of individual eras including one prototype of accessory from each era. 2. Creating prototype of any one from choices like – leather bag, wood box of jewellery, stone jewellery, headgear, unique accessories from metal recycle or innovative fashion accessory with fabric stole. 3. Individual case study presentation on one national and one international accessory designer. 4. Detailed sketching and rendering of accessories used in iconic Bollywood / Hollywood movies of any 3 characters of choice.			

References

Revere, A. (2006). Masters: Gemstone. Lara Books.
Schaffer, J., & Saunders, S. (2012). Fashion design course: Accessories: Design practice and processes for creating hats, bags, shoes, and other fashion accessories. Barron's Educational Series.
Sigal, P. (n.d.). Costume jewellery for haute couture. Thames and Hudson.
Wells, W. (2008). Masters: Bead weaving. Lara Books.

20444312 (OEC)	**History of Design And Visual Dictionary (Th)**	**Crs**
Course Outcome	*After completion of the course, the learners will be able to* 1. Recognize the evolution of movements in both western and Indian contexts throughout history 2. Relate with the history of design and its influence on other forms of Art. 3. Identify and get familiar with the terminology that are used in design trends and innovations 4. Accumulate various cultural art forms through images to generate an overview of the topic.	**4**

Sr. No.	Module Outcomes	Course Contents	Cr.
Module 1	**Introduction to Ancient art Medieval art (western Art)**		**1**
	Learning Outcomes	**Module Content**	
	1. Review the evolution of Ancient and Medieval art movements throughout western history. 2. Acquire knowledge of the artistic styles, techniques and cultural influence. 3. Critical analyzation of the Ancient and Medieval art	• Understanding art forms of Ancient and Medieval history in Western movements – • **Ancient Art** Ancient Egypt Ancient Greek Ancient Rome • **Medieval Art** Early Christian Art Byzantine Romanesque Art and Gothic Art	
Module 2	**Introduction to Modern art (Western Art)**		
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Summarize the evolution of Modern art 2. Knowledge of the artistic styles, techniques and cultural influence. 3. Critical analyzation of the modern art.	• Classify Modern art forms in Western movements – • **Modern Art** Renaissance art Impressionism Post Impressionism Rococo Op art Pop art Art deco	
Module 3	**Indian Craft and Culture**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Identify the key characteristics and techniques of various regional crafts in India. 2. Collaborate effectively with artisans and fellow students in craft-based projects.	• Research presentations on selected crafts and their application in lifestyle accessories.	

<table>
<tr><td>Module 4</td><td colspan="2">A Visual Dictionary of Decorative, Domestic Arts and Terminologies- (Product Design, Interior Space Design, Fashion Accessories)</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to
1. Identify the terminologies specific to Product Design
2. Utilize visual dictionary as a valuable resource for brainstorming, ideation, and conceptualization of design</td><td>● Terminologies of product design, interior design, interior space, fashion accessory design including materials and techniques
● A Visual Dictionary of Decorative and Domestic Arts
● Examination of the theories and concepts of visual images
● Study and survey of current market trends</td></tr>
<tr><td colspan="4">Assignments/ Activities towards CCE</td></tr>
<tr><td colspan="4">1. Students will submit a creative slide presentation on any art or craft and their application in lifestyle accessory design product development.
2. Students will submit a creative slide presentation on current market design trends.</td></tr>
</table>

References

Brooker, G., & Stone, S. (2016). *Form and structure in interior architecture*. Bloomsbury Publishing.

Gilliatt, M. (2012). *Dictionary of Architecture and Interior Design*. Pan.

Hill, A. (1974). *A visual dictionary of art*. New York Graphic Society.

Ketkar, S. (2019). *The history of Western art*. Jyotsna Publisher.

Odegaard, N., & Wagner Crouse, G. (2023). *A visual dictionary of decorative and domestic arts*. American Alliance of Museums.

Pillai, J. (2019). *Indian handicrafts: A cultural exploration of the crafts and textile traditions of India*. Notion Press.

<table>
<tr><td>2074430 1 (SEC)</td><td colspan="2">Computer Application-UI/UX (Pr.)</td><td>Crs-</td></tr>
<tr><td>Course Outcome</td><td colspan="2">After going through the course, learners will be able to -
1. Recognise the principles and importance of UI/UX design in product development.
2. Learn basic concepts and terminology related to UI/UX design.
3. Acquire practical skills in creating wireframes, prototypes, and visual designs for digital interfaces.
4. Apply usability principles to assessment and improve UI/UX designs.</td><td>2</td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Introduction to UI/UX Design Principles</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to -
1. Recognize the fundamental principles and importance of UI/UX design in product development.
2. Acquire basic concepts and terminology related to UI/UX design and Build insight into user needs and behaviours for product interfaces.</td><td>• Introduction to UI/UX Design
• Understanding User Needs
• Basics of user research and user personas.
• Identifying user needs and behaviours for product interfaces.
• Hands-on exercises: conducting user interviews and creating personas.</td></tr>
<tr><td>Module 2</td><td colspan="2">Practical Application of UI/UX Design</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to -
1. Develop practical skills in wire-framing, prototyping, and visual design for digital interfaces.
2. Integrate UI/UX design principles into product development workflows.</td><td>• Wireframing and Prototyping
• Visual Design Principles for Product Interfaces
• Interaction Design and Usability
• Integration and Project Work
• Integrating UI/UX design principles into product development workflows
• Final project: Designing a digital interface for a physical product, incorporating UI/UX best practices.</td></tr>
<tr><td colspan="4">Assignments/ Activities towards CCE</td></tr>
<tr><td colspan="4">1. Conduct user research through interviews, surveys, or observations to gather insights into potential users' demographics, behaviours, and needs.Interpret the research data to identify common patterns and characteristics among users.
2. Based on the research findings, create detailed user personas representing different user segments, including demographic information, goals, motivations, and pain points.Use the provided template or format to organize and present the user personas effectively.</td></tr>
</table>

3. Design a digital prototype for a product interface using wireframing and prototyping tools (e.g., Figma free plan).Include key interactions and functionalities in the prototype to demonstrate the user experience.
4. Develop a usability testing plan outlining objectives, tasks, participant criteria, and testing methodology.Conduct usability testing with real users and gather feedback on the prototype.

References

Clark, N. (2018). UI/UX Design Basics and Fundamentals. Independently Published.
Garrett, J. J. (2010). The elements of user experience: User-Centred Design for the Web and Beyond. Pearson Education.
Klein, L. (2018). UX for Lean Startups: Faster, Smarter User Experience Research and Design. "O'Reilly Media, Inc."
Krug, S. (2009). Don't make me think: A Common-Sense Approach to Web Usability. Pearson Education.
Pattinson, R. (2018). Basics of UI/UX design and Fundamentals. Independently Published.

20810111	**English for Academic Writing- Paper II (Th)**		**Crs**
Course Outcome	After going through the course, learners will be able to - 1. Read, acknowledge, and respond to simple narratives. 2. Learn to write letters and emails correctly and coherently in English. 3. Strengthen -skills for academic writing.		2
Sr. No.	**Module Outcomes**	**Course Contents**	**Cr.**
Module 1	(Credit 1) Reading and Listening Skills		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to - 1. Learn to answer various types of questions based on texts. 2. Develop the ability to take and make notes. 3. Identify and use tense forms and prepositions accurately.	• Short stories from the book Advantage English a. The Thief by Ruskin Bond b. The Bet by Anton Chekhov • Language in Use: Vocabulary Building, Verbs – Tenses, Subject-Verb Agreement, Prepositions • Note Taking and Note Making	
Module 2	(Credit 1) Speaking and Writing Skills		
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to - 1. Learn to interpret visual data and write with clarity. 2. Strengthen the ability to carry out formal letter and email writing. 3. Invite and request in person or telephonically.	• Interpretation of Data: Visual to Verba • Formal Letters and Emails- Requests and Invitation • Conversational practice (invite or requests)	

Assignments/ Activities towards CCE
1. To develop concise writing and comprehension skills. Read the short story *"The Thief" by Ruskin Bond* from the *Advantage English* book. Write a summary of the story in 150–200 words 2. To enhance analytical reading and summarization skills. Read *"The Bet" by Anton Chekhov* and write a 200-word summary that includes; The premise of the bet and the main characters involved, the outcome of the bet.

References

B. Yadav Raju, C Murlikrishna. Advantage English. Orient BlackSwan, 2009.
Gangal, J.K. A Practical Course in Effective English-Speaking Skills. PHI Learning Private Limited, 2012.
Gangal, J.K. A Practical Course in Developing Writing Skills in English. PHI Learning Private Limited, 2011.
Swales, John M. and Christine Feak. Academic Writing for Graduate Students: Essential Tasks and Skills. University of Michigan Press ELT, 2012.

20952111	**Environment Awareness**		**Crs**
Course Outcome	After going through the course, learners will be able to - • Associate the role of environment in man-environment relationship and critically interpret the necessity of environment awareness in society. • Learn awareness about the environmental issue and the role of pollution act in the conservation of resources.		2
Sr. No.	**Module Outcomes**	**Course Contents**	**Cr.**
Module 1	Environment and Ecosystem		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to - 1. Assess the relationship among ecosystem components and its importance in environmental sustainability	• Environment and Ecosystem • Environment –Meaning of Environment, • Types of Environments, Components of Environment, • Man- Environment relationship, importance of environment, Need for Public Awareness • Ecosystem-Meaning, Major Components of Ecosystem • Stability of Ecosystem in Sustainable Environment	
Module 2	Environment Pollution		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to - 1. Create awareness about the different pollution and pollution act.	Environment Pollution • Definition of Pollution, Types of Pollution • Air Pollution-Meaning, Sources, effects of air pollution, Air Pollution Act	

		• Water Pollution – Meaning, Sources, Effects of Water pollution, Water Pollution Act • Noise Pollution –Meaning, Sources, Effect of Noise Pollution • Solid Waste Pollution – Meaning, sources, Effect of Waste Pollution 2.6 Environment Protection Act – Air (Prevention and control of Pollution) Act, Water Act (Prevention and control of Pollution) Act, Solid waste Pollution Act in India	
Assignments/ Activities towards CCE			
1. Seminar / Group Discussion: 2. Home Assignments/Group Activities: 3. Report writing of field work			

References

Agarwal, D.P. (1992): Man, and Environment in India through Ages, Books & Books, New Delhi.

Arthur N. Strahler and Alan H. Strahler (1973 1st Ed): "Environmental Geoscience – Interaction between natural systems and man", Wiley International Ed.

Balakrishnan, M., 1998: Environmental Problems and Prospects in India, Oxford & IBH Pub., New Delhi.

Barrow, C. J. (2003): Environmental Change and Human Development. Arnold Publication.

Semester III (22 Credits)

30144311 Major(core)	**History of Design And Visual Dictionary (Th)**		**Crs**
Course Outcome	*After completion of the course, the learners will be able to* 1. Recognize the evolution of movements in both western and Indian contexts throughout history 2. Relate with the history of design and its influence on other forms of Art. 3. Identify and get familiar with the terminology that are used in design trends and innovations 4. Accumulate various cultural art forms through images to generate an overview of the topic.		**4**
Sr. No.	**Module Outcomes**	**Course Contents**	**Cr.**
Module 1	**Introduction to Ancient art Medieval art (western Art)**		**1**
	Learning Outcomes	**Module Content**	
	1. Review the evolution of Ancient and Medieval art movements throughout western history. 2. Acquire knowledge of the artistic styles, techniques and cultural influence. 3. Critical analyzation of the Ancient and Medieval art	• Understanding art forms of Ancient and Medieval history in Western movements – • **Ancient Art** Ancient Egypt Ancient Greek Ancient Rome • **Medieval Art** Early Christian Art Byzantine Romanesque Art and Gothic Art	
Module 2	**Introduction to Modern art (Western Art)**		
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Summarize the evolution of Modern art 2. Knowledge of the artistic styles, techniques and cultural influence. 3. Critical analyzation of the modern art.	• Classify Modern art forms in Western movements – • **ModernArt** Renaissance art Impressionism Post Impressionism Rococo Op art Pop art Art deco	
Module 3	**Indian Craft and Culture**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Identify the key characteristics and techniques of various	• Research presentations on selected crafts and their application in lifestyle accessories.	

<table>
<tr><td></td><td colspan="2">regional crafts in India.
2. Recognize the influence of Indian crafts on contemporary lifestyle accessories.
3. Collaborate effectively with artisans and fellow students in craft-based projects.</td><td></td></tr>
<tr><td>Module 4</td><td colspan="2">A Visual Dictionary of Decorative, Domestic Arts and Terminologies- (Product Design, Interior Space Design, Fashion Accessories)</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to
1. Identify the terminologies specific to Product Design
2. Utilize visual dictionary as a valuable resource for brainstorming, ideation, and conceptualization of design
3.</td><td>● Terminologies of product design, interior design, interior space, fashion accessory design including materials and techniques
● A Visual Dictionary of Decorative and Domestic Arts
● Examination of the theories and concepts of visual images
● Study and survey of current market trends</td></tr>
<tr><td colspan="4">Assignments/ Activities towards CCE

1. Research of current market trends with case studies and present work on a brand of choice with elaborate product range.</td></tr>
</table>

References

Brooker, G., & Stone, S. (2016). *Form and structure in interior architecture*. Bloomsbury Publishing.

Gilliatt, M. (2012). *Dictionary of Architecture and Interior Design*. Pan.

Hill, A. (1974). *A visual dictionary of art*. New York Graphic Society.

Ketkar, S. (2019). *The history of Western art*. Jyotsna Publisher.

Odegaard, N., & Wagner Crouse, G. (2023). *A visual dictionary of decorative and domestic arts*. American Alliance of Museums.

Pillai, J. (2019). *Indian handicrafts: A cultural exploration of the crafts and textile traditions of India*. Notion Press.

Smith, A. G. (2007). *Snowflake Designs Stained Glass Colouring Book*. Courier Corporation.

Tomory, E. (1998). *History of fine arts in India & the West (CC)*. Orient BlackSwan.

Turner, J. (1989). *From Renaissance to Impressionism: Styles and movements in Western art, 1400-1900*. Orient BlackSwan.

<table>
<tr><td>30144312
Major(core)</td><td colspan="2">Material Studies and Product Development (PR)</td><td>Crs</td></tr>
<tr><td>Course Outcome</td><td colspan="2">After going through the course, learners will be able to

1. Summarize the Importance of Materials used in Lifestyle product designing
2. Adapt the knowledge of hand tools, power tools and machineries.
3. Build experience by using hand tools, power tools and machineries to explore different ways of manipulating materials.
4. Demonstrate proficiency in prototyping, and development of product.</td><td>4</td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Introduction to Materials and their Properties</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After going through the course, learners will be able to-
1. Summarize the Importance of Materials used in Lifestyle product designing
2. Adapt the knowledge of hand tools, power tools and machineries.
3. suitability of materials for specific product
4. Demonstrate proficiency in prototyping, and development of product.</td><td>● Material like -MDF, Ciment, Resin, Metal
● Material Properties Advantages and limitations of using these materials.</td></tr>
<tr><td>Module 2</td><td colspan="2">Process of product development and Usage of tools</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to
1. Techniques of hand tools and machinery tools.
2. Build knowledge of Material handling, its Shape, structure and moulding.
3. Explain the composition of material and how its formed.</td><td>● Environmental impact on materials
● Steps of product development
● Hand tools -Hammers and Mallets, Files and Rasps, carvingtools and wooden carving clawed chisels, flat chisels for pop carving, pitchers, etc
● Power Tools-, Grinders, Jigsaws, Drill Presses
● Heavy Machinery- Lathes, Welding Equipment
● Safety Equipment</td></tr>
</table>

	4. Differentiate the processes involved in working with each material, such as the preparation, moulding, drying, cutting, grinding and finishing & polishing stages. 5. Development of miniature products in different styles.		
Module 3	**Sustainable Practices & material exploration and prototype**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Compare current design trends in the market use of these materials. 2. Contemplate sustainable alternatives and eco-friendly materials for lifestyle accessory product 3. Experiment with combining different materials to explore new textures, strengths, and aesthetic qualities.	● Aesthetic properties: colour, texture, finish ● Mechanical properties: strength, elasticity, hardness ● Swatch explorations of products ● Identify areas for improvement and refine designs accordingly. ● Development of prototypes and final products from these materials.	

Module 4	**Product development**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Design Process Introduction and Steps from concept to final product 2. Rational thinking for the design process, including ideation, sketching, modeling, research, and final design. 3. Identifying constraints for each material and Problem-solving strategies 4. Focusing on details and ensuring the product is both functional and aesthetically pleasing. 5. Develop product for lifestyle accessories	● Ideation and research techniques. ● Product range development using MDF, Ciment, Resin and Metal. ● Contemporary Design Trends ● Final finishing of the Product ● Documentation of the design process, demonstration of how each step contributes to the development of their final product.	
Assignments/ Activities towards CCE			
1. Develop a range of six lifestyle accessory products, each using a different material (MDF, Ciment, Resin, Metal and a mix-material design) 2. Documentation on any one material in detail. Presenting the final products.			

References-

Biederman, C. (n.d.). *The beginner's handbook of woodcarving: The Tahiti journal of Paul Gauguin*. Dover Publications Inc

Freer, A. (n.d.). *Accessory handbook: A costume designer's secrets for buying, wearing, and caring for accessories*. Ten Speed Press.

Gagg, R. (2019). *Basics interior architecture 05: Texture + materials*. Ava Publishing.

Irish, L. S. (n.d.). *Relief carving workshop: Techniques, projects & patterns*. Fox Chapel Publishing.

Jaiswal, S., Singh, N., & Sahani, J. (n.d.). *Visual art (Contents, methods & materials in terms of activities)*. Prachi [India] Pvt. Ltd.

Rich, J. C. (2000). *Materials & methods of sculpture*. Dover Publications Inc.

Sayers, C. M. (2023). *The book of wood carving*. Dover Publications Inc

Su, D. (Ed.). (n.d.). *Sustainable product development: Tools, methods and examples*. Springer Nature Switzerland AG.

<table>
<tr><td>30344311
Major(core)</td><td colspan="2">History of Accessories (Th/PR)</td><td>Crs</td></tr>
<tr><td>Course Outcome</td><td colspan="2">After going through the course, learners will be able to -
1. Acquire knowledge on fashion accessories, their types and techniques.
2. Prototypes development of different accessories with the help of raw material
3. Creation and construction of functional accessories that are anatomically and ergonomically correct.
4. Application of advanced techniques from decorative hand-stitching and embroidery to braiding, hand-quilting, ruffles and patchwork.</td><td>4</td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Introduction to Accessories</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to -
1. Gain knowledge on the evolution of accessories and timeline.
2. Illustrate and differentiate the evolution of fashion accessories from civilization up to the present.
3. Develop categories of fashion accessories and create prototypes</td><td>History and Development of Accessories and their Production
● Evolution of ornamentations.
● Functionality, aesthetics, attributes of accessories
● Period accessories – Stone age – Bronze age – Iron age – Middle age – Modern age
● Challenges in accessory making</td></tr>
<tr><td>Module 2</td><td colspan="2">Accessory Types and Inspiration Sources</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td>After learning the module, learners will be able to
1. Describe the materials, tools, and equipment’s used in making fashion accessories
2. Acquaint the students with the basic factors influencing fashion.
3. Learn about the traditional costumes of different states of India</td><td>Study of different fashion accessories
● - Bags
● - Footwear
● - Jewellery
● - Belts
● - Headgears
● - Stoles / Scarves
Identify Sources of Inspiration for Accessories Designing
● Experiment with different materials to create various designs.
● Experiment with different textures, colours, and other techniques to create various designs.
● Decoding trends and forecast interpretations.</td><td></td></tr>
</table>

		• Design and develop fashion accessories. • Restyling the accessories with creative techniques.	
Module 3	**Materials & Tools in Accessories**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Identify materials, tools and equipment in making fashion accessories. 2. Exploration of individual styles, and creating accessories.	**Classification of Materials, Tools &Equipments** Introduction to different materials, their properties and use in making of accessories ● Leather ● Wood ● Stones ● Shells ● Metal ● Fabrics	
Module 4	**Accessories of 21st century**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Review the national and international influences on fashion accessories in the present scenario. 2. Explore the Maintenance knowledge of different accessories. 3. Sketch, render, and incorporate designs, styles in 2D	**21 st Century - Emergence of a new-age Accessories** • Role of Accessory Designers – focusing on individual expression/ signature styles of the most prominent international & national accessory designers. • Rendered illustrations with mood boards & inspiration boards • Period movie accessories analysis and review. (Bollywood and Hollywood	

Assignments/ Activities towards CCE

1. Group presentation by students of individual eras including one prototype of accessory from each era.
2. Creating a prototype of any one from choices like – leather bag, wood box of jewellery, stone jewellery, headgear, unique accessories from metal recycle or innovative fashion accessory with fabric stole.
3. Individual case study presentation on one national and one international accessory designer.
4. Detailed sketching and rendering of accessories used in iconic Bollywood / Hollywood movies of any 3 characters of choice.

References

Schaffer Jane, Saunders Sue (2012), Fashion Design Course: Accessories: Design Practice and Processes for Creating Hats, Bags, Shoes, and Other Fashion Accessories, Barron's Educational Series.
Revere A., (2006),” Masters – Gemstone”, Lara books.
Wells W., (2008),” Masters – bead weaving”, Lara books.
SignalP.,” Costumejewellery for haute couture”, Thames and Hudsom.

30644301 Minor Stream	**Product Digital Illustration (PR)**		**Crs**
Course Outcome	After going through the course, learners will be able to - 1. Develop Illustration skills in a digital environment with the set techniques and tools. 2. Apply visual storytelling principles and effective communication through digital illustration medium 3. Acquire knowledge to translate hand drawn items into digital products 4. Execute digital illustration skills to various phases of product development, including concept generation, prototyping and marketing		2
Sr. No.	**Module Outcomes**	**Course Contents**	
Module 1	**Introduction to Digital Illustration**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to - 1. Acquire basic digital illustration tools and techniques. 2. Recognise the principles of design, colour theory, and composition. 3. Develop the ability to create sketches and basic illustrations digitally.	● Overview of digital illustration tools and their interface. ● Creating and adjusting documents (format, area). ● Comparing digital illustration with manual illustration basics. ● Introduction to tools for creating and transforming shapes. ● Techniques for creating and editing linear and curved vectors. ● Pattern creation and editing vectors. ● Creating and applying colour palettes. ● Working with CMYK and RGB colour modes. ● Optimizing illustrations with colours and text	

<table>
<tr><td>Module 2</td><td colspan="2">Digital Illustration Techniques</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to -
1. Produce digital illustration skills to produce detailed and professional product illustrations.
2. Recognise user-centred design principles in illustrations.
3. Integrate digital illustrations into product development and marketing strategies.</td><td>● Overview of various illustration styles (flat illustrations, illustrations with gradients).
● Techniques for adding volume and tracing elements.
● Working with layers effectively.
● Detailed brushwork and texture creation.
● Use of gradients, meshes, and other advanced tools.
● Realistic rendering techniques.
● Principles of user-cantered design.
● Creating illustrations for product packaging and advertising.
● Branding strategies using digital illustrations</td><td></td></tr>
<tr><td colspan="4">Assignments/ Activities towards CCE</td></tr>
<tr><td colspan="4">1. Use the illustration tools introduced in class to create a simple digital illustration of a household object. Focus on using basic shapes, lines, and colours.
2. Create a digital illustration that incorporates a custom colour palette and text elements. Ensure the use of CMYK or RGB modes as appropriate.
3. Design a product illustration based on user-centred design principles. Gather user feedback, incorporate it into your design, and highlight the changes made based on the feedback.
4. Choose one illustration style (flat, gradient, or volumetric) and create a detailed product illustration along with a flat sketch from all views. Use layers and rendering techniques.</td></tr>
</table>

References

Bloom, S. R. (2012). Digital painting in Photoshop. In *Routledge eBooks*.

Brill, M. H. (1998). Color appearance models. *Color Research & Application/Color Research and Application*, *23*(4), 248–250.

Caplin, S., Banks, A., & Holmes, N. (2003). *The complete guide to digital illustration*. Watson-Guptill.

Dawson, P. (2014). *The art of digital design: An introduction to the principles, processes, and techniques of digital illustration*. Roto vision.

Houston, G. (2016). *Illustration that works: Professional techniques for artistic & commercial success*. The Monacelli Press.

Lardner, J. (2007). *The digital illustration handbook*. Barron's Educational Series.

Wood, B. (2021). *Adobe Illustrator classroom in a book (2021 release)*. Adobe Press

<table>
<tr><td>3044321 (OEC)</td><td colspan="2">Writing Skills (Pr)</td><td>02</td></tr>
<tr><td>Course Outcome</td><td colspan="2">After going through the course, learners will be able to
1. Challenging preconceived assumptions and biases in writing andideate creatively
2. Demonstrate their language skills for an enhanced reading experience</td><td></td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>01</td></tr>
<tr><td>Module 1</td><td colspan="2">Writing Introduction & Ideation Development</td><td></td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td></td><td>After learning the module, learners will be able to
1. Classify the key components of introductory, body and concluding paragraphs.
2. Examine narrative, descriptive, and expository content types using critical reading skills and evaluates and simplify them</td><td>• The concept of ideas – from fire to fashion the evolution of ideas – from mundane everyday ideas
• Elements of writing
• Importance of Title / Heading (The hook)
• Opening Lines and introduction
• Writing dialogues, poetry styles
• Writing the main body and the endgame
• Writing short stories, developing plot and characters</td></tr>
<tr><td>Module 2</td><td colspan="2">Specialized and Promotional Writing</td><td>01</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td></td><td>After learning the module, learners will be able to
1. Structure paragraphs using different patterns of development to facilitate a clear flow of ideas
2. Define basic skills of CAD tools for developing basic elements of fashion.</td><td>• Power of themes and their influence on readers
• Framework study and analysis
• Selecting simple scenes –
• Descriptive scenes, Fantasy scenes, Humorous scenes, Horror scenes,
• Romantic scenes, Sad / Emotional scenes
• Designing and creating leaflets / mastheads / tabloid promotional page, Fashion and lifestyle product description writing
• Developing content and elaborate writing with keywords</td></tr>
</table>

Assignments/ Activities towards CCE
1. A manifest, about your first fashion memory, was it a photograph, a video, a sound or a fashion show (400 words required) 2. Describing 5 -10 images in different writing styles 3. Writing in 250 words about 10 different topics from day today life and experiences.

References

Pat Francis (2009). Inspiring Writing in Art and Design: Taking a Line for a Write. Intellect Books.

M. Clarke (2007). Verbalising the Visual: Translating art and design into words. Ava Publishing.

Marsh C, Guth D and Short B., (2008),"Strategic Writing: Multimedia Writing for Public Relations, Advertising and More (2nd Edition)", Pearson.

<table>
<tr><td>3044322 (OEC)</td><td colspan="2">Metal Studies for Jewelry - (PR)</td><td>Crs</td></tr>
<tr><td>Course Outcome</td><td colspan="2">After going through the course, learners will be able to
1. Examine the basic principles of metalworking as applied to jewellery design.
2. Identify and work with different types of precious metals and alloys.
3. Create simple jewellery designs using gold, silver, and other metals.
4. Develop an understanding of metal properties and their influence on jewellery design.</td><td>2</td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Introduction to Metals & Alloys in Jewelry Design</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>1. Explore the properties of various metals used in jewellery.
2. Learn how alloys are created and their importance in designing jewellery.
3. Discover the role of metal density and karat levels in jewellery creation.
4. Gain an overview of heat treatment techniques and their impact on jewellery design.
5. Recognize common defects in jewellery and ways to address them.</td><td>• Introduction to Precious Metals in Jewelry Design
• What is Metal and What is an Alloy?
• Crystalline Structures in Metals
• Raising and Lowering the Karat in Gold Alloys
• Gold Alloys: Composition and Density
• Master Alloys for Different Colors and Carats
• Heat Treatment: Quenching, Annealing, Hardening, and Tempering
• Common Jewelry Defects: Soldering, Setting, Polishing
• Importance of Quality Control in Jewelry Design</td><td></td></tr>
<tr><td>Module 2</td><td colspan="2">Jewelry Manufacturing and Crafting Techniques</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>1. Learn about various casting methods used in jewellery making.
2. Learn how to plan and interpret the steps involved in jewellery manufacturing.
3. Develop skills in basic metalworking techniques like shaping, cutting, and polishing.
4. Gain hands-on experience in refining and recycling precious metals.</td><td>• Overview of Casting Methods: Investment, Sand Casting
• Jewelry Manufacturing Flowchart and Process Planning
• Shaping, Drawing, Cutting, and Polishing Jewelry
• Recovery, Refining, and Recycling Gold
• Dust Collection and Workshop Hygiene
• Assaying and Hallmarking in Jewelry
• Role of BIS in Hallmarking
• Sustainability Practices</td><td></td></tr>
</table>

Assignments/ Activities towards CCE
1. Practice the formulas for raising and lowering karat levels in alloys. 2. Prepare a presentation on a jewellery topic of choice. 3. Complete a multiple-choice question (MCQ) quiz on jewellery metal properties and techniques.

References

Callister, W. D. (2007). Materials Science and Engineering: An Introduction (7th ed.). Wiley.

Davis, J. R. (Ed.). (1993). Heat Treatment of Metals. ASM International.

McCreight, T. (1991). The Complete Metalsmith: An Illustrated Handbook. Davis Publications.

Van M L." Masters Gold: Major Works by Leading Artists" Lark Books 2006

Mann S." Design and Make ColoredAluminum Jewellery" A & C Black 2010.

31344301 FP	**Analysis of Lifestyle Accessories Categories (Selling & Manufacturing perspective) (PR)**		**Crs**
Course Outcome	After going through the course, learners will be able to - 1. Identify and describe the parts of a sewing machine. 2. Operate a sewing machine effectively to perform basic stitching tasks. 3. Examine market trends and consumer preferences in lifestyle accessories.		**2**
Sr. No.	**Module Outcomes**	**Course Contents**	**Cr.**
Module 1	**Introduction to sewing Machine and their parts**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to - 1. Recognize and explain the function of various parts of a sewing machine. 2. Properly set up a sewing machine for different types of sewing tasks. 3. Demonstrate basic hand sewing stitches such as running stitch, backstitch, and slip stitch.	● Basics of Sewing Machines ● Sewing Machine Components ● Detailed study of sewing machine parts (needle, presser foot, bobbin, feed dogs, etc.)	
Module 2	**Basic sewing techniques (Hand & Machine)**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to - 1. Demonstrate hand sewing techniques for mending and creating simple fabric projects.	● Introduction to hand sewing tools and materials ● Introduction to sewing machine stitches ● Working with different fabrics and materials	

	2. Execute basic machine stitches like straight stitch, zigzag stitch, and overlocking.		

Assignments/ Activities towards CCE

1. Complete a series of sewing exercises on the machine, such as sewing straight lines, curves, and different stitch patterns. Submit samples of the completed exercises.
2. An Assignment that combines hand and machine sewing techniques (e.g., a tote bag with hand-sewn embellishments). Submit the completed project along with a brief explanation of the techniques and materials used.

References

Reader's Digest Complete Guide to Sewing, The Reader's Digest Association, Inc., 2010.
Singer, *The Complete Photo Guide to Sewing*, Creative Publishing International, 2011.
Simplicity. *Sewing Book: The Best Sewing Book*, Simplicity Pattern Co., 2012.