Study & Evaluation Scheme with Syllabus

for

First Year Bachelor of Fashion And Apparel Design (BFAD)

On

Choice Based Credit System

(Effective from the Session: 2016-17)
<table>
<thead>
<tr>
<th>S. No.</th>
<th>Subject Code</th>
<th>Subject Name</th>
<th>L-T-P</th>
<th>ESE Marks</th>
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<td>Introduction to Textile &amp; Apparel Industry</td>
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CT: Class Test  \ TA: Teacher Assessment  \ L/T/P: Lecture/ Tutorial/ Practical
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**SUMMER PROJECT (Between 2\textsuperscript{nd} and 3\textsuperscript{rd} Semester)**
RFD101: INTRODUCTION TO TEXTILE & APPAREL INDUSTRY

Objectives

• To provide a comprehensive overview of the textile, apparel and fashion industry
• To understand the evolution and growth of the textile and apparel industry
• To understand the importance of the textile and apparel industry and its segments
• To evaluate the employment prospects in the textile and apparel industry
• To understand the global trade in the industry
• To understand and appreciate the role of various supportive institutions and organizations in the development of the industry

Learning Outcomes

• Become aware of history and development of global and Indian textile and apparel industry
• Understand the characteristics, structure and trade avenues in the apparel and textile industry
• Be able to understand the functioning of the apparel manufacturing industry
• Become aware of trade in terms of domestic, retail, export and import of Indian textiles and apparel
• Be able to understand the role of small and medium scale enterprises in the industry
• Be able to appreciate the support of trade promotion organizations, government and non-governmental organizations, various institutes and research organizations in the development of the industry

COURSE CONTENT

UNIT- I

UNIT- II

UNIT- III
APPAREL INDUSTRY IN INDIA: Overview of global and Indian apparel industry. History and its development in recent years. Size and nature of the industry. Regional features and structure of the industry. Small and medium scale enterprises- design studios, boutiques, organized sector

UNIT- IV
UNIT- V
TRADE IN APPAREL AND TEXTILES: Opportunities and Challenges. Export and Import.
Indian apparel export and important product category. Domestic market and domestic brands.
Export Promotion Councils of India

UNIT- IV
SUPPORTING INSTITUTIONS AND ORGANIZATIONS: Trade promotion services
Handloom and Handicrafts Development Corporation, Silk Board, KVIC, CCIC, NIFT,
IIT, NID, etc. Textile research associations- NITRA, BTRA, CIRCOT.

Suggested Assignments
Assignment 1: Collection of current news regarding textiles and apparel industry- a
report.
Assignment 2: Comparative study of major players of textiles and apparel industry- a
document.
Assignment 3: Schemes and initiatives taken by any research organization- a report.
Assignment 4: Role of garment fairs in generating business- a report.

Suggested Visits
Garment fairs organized by AEPC (held twice at New
Delhi) Trade fairs
Fashion shows
Retail stores
Textile research association
Production units – textile and apparel

Textbooks
Bheda, R., Managing Productivity in the Textile Industry, CBS Publisher and
Distributers, new Delhi, 2003.
Fringes, G. S., Fashion from Concept to Consumer, Prentice Hall, 9th Edition,
2007.

Reference Material
1. Annual Report, Ministry of Textiles
2. Apparel Online
3. Clothesline
4. Compendium of Textiles Statistics, Textile Commissioner, Govt. of India.
5. Dickerson, K., Textile and Apparel in the Global Economy, Prentice Hall,
6. Express Textile
7. Han, H. and the Staff of Vault, Vault Career Guide to the Fashion Industry: Step into
Textile Journal
Wiley, USA, 1981.
10. Textile View
11. Trade Reports, (Textile Committee, AEPC, CMAI)

Web Sources
2. http://texmin.nic.in/annualrep/arep.htm
RFD102: CULTURAL STUDIES

Objectives
• To create awareness about the Indian and global civilizations and their evolution
• To understand the interrelation of clothing with different cultures
• To understand human behavior viz-a-viz clothing
• To become aware of various tribes around the world
• To understand the reasons leading to universalization of modern civilizations

Learning Outcomes
• Understand the correlation of various factors leading to the evolution of civilizations
• Be able to appreciate the interrelationship of clothing with different cultures and human behavior
• Be aware of the various tribal communities across the world and understand their evolution, existence and lifestyles
• Understand the reasons for increasing similarities between the modern civilizations of the world
• Be able to use the knowledge of civilizations and cultures across the world for subsequent design development

COURSE CONTENT

UNIT-I
EVOLUTION OF CIVILIZATIONS AND CULTURE: In terms of Food, Clothing, Shelter, Religions, Rituals, Customs. Difference between religion, ritual and custom, Interrelationship within societies, Symbolism – religious and cultural, Culture- material and symbolic. Elements of culture- Language, shelter, clothing, economy, religion, education, values, climate, Government/ laws, Recreation/ entertainment.

UNIT-II
INTERRELATIONSHIP OF CLOTHING AND CULTURE: Patterns of culture. Relation to the material culture. Folkways, customs and laws. Clothes, attitudes and values. Cultural change and fashion change

UNIT-III
UNIT-IV

UNIT-V
UNIVERSALIZATION OF MODERN CIVILIZATIONS: With reference to Travel, Media, Food, Entertainment, Clothing, Lifestyle etc.

Suggested Assignments
- Make a group presentation (atleast three students in a group) on any one civilization from across the world studying in detail their origin, food, clothing, shelter, religion, rituals, customs, symbolism – religious and cultural etc.
- Make a group presentation (four students) on any Indian or International tribe studying in detail about their evolution, culture, religion, rituals, costumes and isolation and related problems
- To do a comparative study of two families viz-a-viz their origin, culture and rituals for important landmarks in life

Suggested Movies
To expose the students to the cultural influences, lifestyles, social interaction rituals, customs, clothing etc.
- Mirch masala
- Manthan
- Ben Hur
- God Must Be Crazy
- Harishchandrachi Factory
- Achhut Kanya
- Do Bigha Zameen
- Persepolis
- Mamma Mia
- Babette’s Feast etc.

Suggested Visits
- Tribal section of a local museum
- History section of a nearby museum
- Cultural centers in the near vicinity

Textbooks

Reference Material
1. Sharma, Ram Sharan, Material Culture & Social Formations in Ancient India, Macmillan India Ltd., 2007
3. Fisher, Nora, Mud, Mirror and Thread : Folk Traditions of Rural India, Grantha Corporation, 2007
4. Ganguly-Scrase, Ruchira and Scrase, Timothy J., Globalization and the Middle Classes in India: The Social and Cultural Impact of Neoliberal Reforms

Web Sources

RFD103: PROFESSIONAL COMMUNICATION

Objectives
- To improve English language skills
- To learn effective communication skills
- To understand the nuances of spoken and written language which is essential for any student of designing, since all creative professions need the support of communication in the contemporary world
- To enable them to achieve effective language proficiency for their social, professional & inter personal communication both in speaking & writing

Learning Outcomes
- Be able to express his /her ideas and thoughts in speech or writing
- Be able to comprehend, converse, interact and participate in any day-to-day events and situation
- Be able to write grammatically correct sentences for various forms of written communication to express oneself
- Be able to read and understand professional articles and use the acquired information for further work
- Be able to understand phrases and expressions pronounced and communicate in simple everyday situations
- Be able to document any undertaken research or project

COURSE CONTENT

Key Concepts:

1. Language/Communication in context: communication as a means of sharing information, speakers-listener and reader-writer relationship, process, importance, purpose, features of communication (accuracy, brevity, clarity and appropriateness in communication), barriers to communication, personal and interpersonal communication.

2. Writing Skills: Learning words for general purpose, use through situations, sentence formation and use of given set of words in different contexts, usages of words in different tenses, aspect and moods, narrative in first, second and third person, meaning and usages of connectives, modifiers and models, phrasal verbs, connotations, various types of sentences and paragraphs, features of paragraph (cohesion and coherence).
3. Speaking Skills: Speech and verbal communication, articulation (pronunciation of different sounds and words i.e. vowels, consonants, diphthongs, (IPA Chart) and words), paralinguistic features, formal informal speaking, extempore, discussion and presentation.

4. Reading Comprehension: kinds and types of reading texts, basic steps to effective reading, abstracting, précis writing and summarizing taking example from different texts.

5. Listening Comprehension: process and types of listening, steps of listening, barriers to listening, Fluency & speed, impact of pronunciation on comprehension through various texts, intelligent listening.

6. Article Writing on Issue Related to Fashion ,Style and Design: How to begin the topic, sentence and the controlling idea , structure , coherence, description writing techniques and critical appreciation.

7. Fashion and Clothing Terminology: 
Fashion terminology related to fashion trend , Forecast, new style, textile terms and designing terms, Terminology for Classes and style of basic clothing :-Contemporary ,Historic and modern Terminology related to Garments Parts ,size ,range and clothing details.

Practice exercises I: vocabulary and conversation exercises on the newly learnt words, transcription of words, understanding of tenses, enhancing conversation skills, reading & listening Comprehension of simple passages with exercises

Practice exercises II: conceptual inputs on presentation skills and conducting presentations.

Web Sources
RFD151: BASIC DRAWING

Objectives
- To explore the new ways of thinking through drawing
- To enhance the visual language
- To develop cognitive skills by helping to distinguish between seeing and looking
- To develop observation skills through various techniques of drawings using different material
- To develop understanding of concept and ability to express ideas

Learning Outcomes
- Be able to establish cognitive skills as demonstrated by the ability to distinguish between “seeing” and “looking”
- Be able to develop observational drawing skills
- Be able to demonstrate working knowledge of a variety of drawing methods and material
- Be able to improvement the ability to express ideas both visually and orally
- Be able to sketch different elements from outdoors to develop spontaneity in drawing

COURSE CONTENT

Unit-I
FREE HAND DRAWING: Line drawing- horizontal, vertical, diagonal, circular, spiral and curved. Pencil gradation. Object drawing- drawing both manmade and natural objects (both line drawing and shading)

Unit-II
GEOMETRIC DRAWING: Drawing simple geometric objects like cubes, cylinders, cones etc. Drawing of same objects put together. Pencil shading to understand light and shade

Unit-III
STILL LIFE DRAWING: Drawing by composing different objects like flower vase, flowers, teapots, cups, bottles etc. with drapery as background. Pencil shading to understand light and shade and the three dimensional quality. Changing the object and the composition to colour rendering with different colour media (staedtler colour pencils, oil pastels, water colours and pen and ink)

Unit-IV
PERSPECTIVE DRAWING: One point perspective drawing from interior of a building. Two point perspective drawing from exterior of a building.

Unit-V
OUTDOOR DRAWING: Drawing plants, trees and flowers with pencil shading and colour rendering them with different colour media. Drawing with compositions of different elements from landscape with pencil shading. Sketching of animals in the landscape. Changing composition of landscape to colour rendering with different colour media

Suggested Assignments
- Submission of twenty detailed object drawings with shading
• Submission of ten complete compositions of still life on A3 sheet with pencil and different colour renderings of each
• Submission of five detailed drawings of one point perspective of interiors on A3 sheets
• Submission of five detailed drawings of two point perspective of exteriors on A3 sheets
• Submission of five landscape compositions using different elements and rendering with different mediums on A3 sheets

Suggested Visits
• Local monuments
• Local zoo for sketching animals

Textbooks

Reference Material

Web Sources

RFD152: MATERIAL STUDIES-I

Objectives
• To explore the materials present in our environment
• To sensitize towards the importance and usage of the materials present in the surroundings
• To develop an understanding of their behavior, characteristics, properties, physical and visual potential. This in turn will help in creative development
• To familiarize with the manufacturing processes and machine tools
• To orient towards the manipulation of materials using various hand tools. This will create an interest for the students to innovate and create
• To enhance the design skills for product development and expansion.

COURSE CONTENT
UNIT-I INTRODUCTION TO MATERIAL STUDIES
□ Importance of understanding material for effective designing
Classification of material and their properties
  Powder - colors, dyes etc.
  Liquid- paints, adhesives, chemicals, GP resins
  Semi liquids/ Semi Solids: adhesive, glues, fabric paints, etc.
  Granular- sand, gums, grains, resins, clay, POP, plastic grains, etc.
  Linear: wires, yarns, twines, ropes, ribbons, straw, tapes etc.
  Plainer: paper, fabric, leather, foil, sticks
  Solid: wood, metals, glass, thermocol, stone, plastics, bottle caps, wax etc.

UNIT-II INTRODUCTION TO WORKING TOOLS
  Measuring tools (ruler and its types, inch tape, vernier caliper, screw gauge, fishing scale, analytical weighing balance, two pan balance, measuring glass/cup/spoons, spring scale, pendulum balance etc.)
  Marking tools (pen, pencil, markers, sketch pens, chalk, tracing wheel, whitener, powder, thread, masking tape etc.)
  Work holding device (tongs, plucker, magnet etc)
  Cutting tools (Scissor, cutter, knife, blade, nail cutter, punching machine, chisels)


UNIT IV HANDLING OF MATERIAL (Technique and working): Granular. Linear. Planer. Solids

UNIT V DESIGNING WITH MATERIAL: Granular. Linear. Plaineř. Solidş. Combination of Material

Suggested Assignments
Students are required to maintain a scrap book of samples of different linear, solid, planar, granular material, doodles, sketches, photographs etc. and submit at the end of the semester
PROJECT – 1 (Individual activity)
- Make a clay model of any fruit / vegetable
- Make a pottery article on a potter’s wheel
- Print paper using various materials such as vegetables, threads, comb etc and develop hand bags using the same
- Make colorful beads of different shapes and sizes using POP
- Create innovative spirals and shapes using metal wires
- Create innovative yarns using different linear materials
- Develop textures using different materials
- Make a theme based composition coordinated with accessories using different types of planar materials
- Develop products using paper mache technique
- Make Puppets using different materials

PROJECT – 2 (Group activity)
- Create a 2-D surface using sand as a medium
- Make flower sticks using different categories of materials (fabric, paper, chemical etc.)
- Use yarns / ribbons / twines for creative hair braiding
- Make 3-D geometrical shapes using metal sheets
- Use thermocol to make a 3-D model of a building
- Use combination of granular / linear / planar / solid mediums to create a product
- Use combination of more than two categories of material to create an innovative product
- A theme based installation using different categories of material (atleast five)
- Make colored candles of various shapes

Suggested Visits
Visits are to be made under faculty guidance. Illustrated report to be submitted after each visit.
- Demonstration by local/ roadside artisans
- Visit to local artisans (potter’s, blacksmith’s, clay idol makers, jewelry maker, electroplating units, powder coating units, welders, chik makers etc.)
- Visit to local art village
- Visit NGO’s working in the field of creative product development from yarns and fabrics

Textbooks
1. Thwaites, G., Indian Inspiration, Traplet Publications Ltd., 2003
RFD153: BASIC DESIGN

Objectives
- To give detailed knowledge about understanding and usage of elements and principles for creating a good design.
- To instill exploration and innovation skills to enhance creativity.
- To develop visualization and communication skills.
- To understand elements and principles of design in context of design suitability for different apparel designs and body shapes.
- To understand application of skills and processes with different media

Learning Outcomes
- Be able to handle mediums and tools
- Understand the importance and application of design fundamentals for effective working as a designer.
- Be encouraged to think, explore and create.
- Be able to create effective visual compositions.
- Be able to correlate and apply various fundamentals to create compositions.
- Understand the nuances of the process of ideation

COURSE CONTENT

UNIT-I      BASICS OF DESIGN

Introduction to design
- Definitions – design, types of design (structural and decorative)
- Visualizing design from nature and manmade references
- Sensitization to inner perceptions and emotions
UNIT-II BASICS OF DESIGN

Elements of Design
  Introduction
  Understanding the elements through their use in various designs
  – furniture, logos, graphics, fabric prints, garments, bags, shoes etc.

Principles of Design
  Introduction
  Understanding the principles through their use in various designs
  – furniture, logos, graphics, fabric prints, garments, bags, shoes etc.

UNIT-II ELEMENTS OF DESIGN

Point
  Line - directing, dividing, psychological effects of line, illusion.

Shape and form – geometric and organic

Space – negative and positive space

Texture – tactile and visual textures

Understanding the elements in context of different body shapes
  and apparel design

UNIT-III COLOR

Hue
Value
Saturation
Color Wheel
Color Scheme
Color Psychology
Color Interaction
Color Identification

UNIT-IV PRINCIPLES OF DESIGN

Balance – symmetric, asymmetric and radial
Proportion
Rhythm – through repetition, progression, transition, radiation and continuous line movement
Harmony
Emphasis
Understanding the principles in context of different body shapes and apparel design

UNIT-V AESTHETIC QUALITIES OF DESIGN ELEMENTS

  Formal qualities
  Expressive qualities

Suggested Assignments
PROJECT – 1
  Collect pictures showing structural and decorative design (atleast five each)
Collect pictures of different products showing various elements and principles of design (atleast five each)
Select any simple object from the environment (leaf, flower, phone, car, stationary box, lunch box, pencil, eraser etc.) and give a name to it (proper noun) based on the visible characteristics of the object
Associate the personality of any one classmate with a color and give reasons

PROJECT - 2
Use dots and lines (individual and combination) to create compositions (atleast five) reflecting movement
Use shapes – outline and solid color, to make various compositions (atleast five) depicting movement
Create a composition and depict negative and positive space through it using black ink
Replicate different textures from the environment (fifteen)
Create different visual and tactile textures (atleast ten each) using different material (paints, crayons, oil pastels, color pencils, masking tape, fevicol, rubber solution, candle, sand, glitter, comb, toothbrush, scale, etc.)

PROJECT - 3
Make a Color Wheel
Depict the different stages of value and saturation of any hue (in five stages)
Depict a visual composition in different color schemes (one for each scheme)
Depict a visual composition in warm and cool colors (one each for both)
Color Interaction – (three exercises each)
Make two colors look alike by changing the background
Make two swatches of same color look different by changing background color
Color Identification - Depict the color range of a visual in a grid format by visually identifying the percentage of each hue in a grid box and generate the same on another sheet (one exercise)

PROJECT - 4
Create different compositions depicting individual principles (atleast two each)
Create different compositions correlating different principles (atleast two)

Suggested Visits
Visits are to be made under faculty guidance. Illustrated report to be submitted after each visit.
- Graphic / Art Exhibitions
- Photography Exhibitions
- Design Studios
- Vegetable market – to study colors
- Cloth shops – to study colors and use of elements and principles of design

Reference Material
1. Elements of Design- Space & Form, Albert W. Porter
2. Elements of Design- Line, Albert W. Porter
4. Basic Principles of Design (Vol. 1-4) Manfred Maier
5. Interaction of Colors, Josef Albert, Yale University Press
6. Principles of Color, Fabersvan Birren, Nostrand Reinnold Company
8. Terry Marks, Tina Sutton, MINE, Color Harmony Compendium: a complete color reference for designer of all types, Rockport Pub., 2009

Web Sources

RFD154: COMPUTER APPLICATIONS

Objectives
- To learn the basic knowledge of computers and its applications since it has become an integral part of fashion design
- To familiarize with the computer hardware and software, operating systems and office package
- To provide comprehensive knowledge about presentation software
- To inculcate required skills to work in the environment operating
- To understand browser basics, search engines and internet applications

Learning Outcomes
- Understand fundamentals of computers and their office applications
- Be able to use operating systems
- Be able to use internet
- Be able to create multimedia presentations
- Be able to use formulas and perform calculations on spreadsheet

COURSE CONTENT

UNIT-I COMPUTER FUNDAMENTALS
    Introduction to Computers.
    Introduction and parts of computer
    Characteristics of a computer
    Classification of computers
    Application of computers
    Computer Hardware
    Introduction
    Elements of computer
    Input devices (keyboard, pointing device, scanning device, voice input device)
    Central Processing Unit
    Output devices (printers & its types, soft copy- CRT, flat panel)
Storage devices (diskette, hard disk, optical disk- CD’s, DVD, pen drives etc.)

Computer Software
- Introduction
- Type of software
- System software
- Application software
- Programming software
- Computer peripherals- Virus, Anti-virus software, Spyware, etc.

UNIT-II OPERATING SYSTEM & APPLICATIONS
- Introduction to various operating systems
- Introduction and advantages of Windows
- Working with file structures and file formats
- Desktop and settings
- Start menu, task bar, recycle bin
- Basic accessories
  - Paintbrush
  - Notepad
  - Calculator
- Control Panel (display, mouse, add/remove hardware and software, regional settings, modem, Bluetooth)

UNIT – III WORKING WITH DOCUMENTS
- Create, open, close and save document
- Shortcut keys
- Working with text, formatting text, working with table, formatting page (insert text, special characters, insert page break, select text, cut, copy, paste, redo, undo, move text between active documents, search and replace text, spell check, making hyperlinks, changing color, fonts, background & layout related to documents, alignment, indent, tabs, bullets, numbering, wrapping text, formatting paragraphs, create tables, change table formatting, insert, delete columns and rows, add table borders, borders and shading, templates, styles, headers & footers, columns, page layouts and margin)
- Drawing tools, graphics, inserting and linking images, clipart and other objects
- Mail merge
- Printing document (print options, print preview)

UNIT- IV MULTIMEDIA PRESENTATIONS
- Understanding presentation, types and prospective clients
- Features of presentations & shortcut keys
- Creating new templates and layouts, formatting slides, working with text and its formatting (insert slide, indent, bullets, setting format styles & themes, font, style, effects, color, paragraph formatting, align, text direction, word art)
- Hyperlinks
Drawing tools, animations, transitions, graph and organizational chart (animation preview, slide show option, set up slide show, record narration, rehearse timings)
Presentation view (slide show, slide sorter view, slide view, note page view etc.)
Printing presentation (printing option & print preview.)

UNIT – V WORKING WITH WORKBOOK
Introduction to worksheet & workbook, shortcut keys
Working with workbook (open, close, save, save as, save workspace, open existing files, folder) entering & editing data (data entry, cell alignment, edit, clear, numbers, date, time, navigation, cut, copy, paste, paste special, freeze, spell check, wrapping text, Auto fill)
Formatting worksheets (headers & footers, scale, margin, orientation), formatting rows & columns (cut, copy, paste, size, alignment, indent, borders & shading, freeze), performing calculations (excel formulas, excel functions)
Excel charts, creating graphs such as column, bar and pie
Data management (data tables, sort a table), linking the spreadsheet
Workbook views
Printing worksheet

UNIT-VI INTERNET APPLICATION
Introduction and Basic use of Internet
Access to internet
Advantages and disadvantages of internet
Internet Services
Internet Relay Chat (IRC)
Newsgroup and Bulletin Board
Video Conferencing
Browsing, Searching and Surfing
Copying, saving text and images
TCP/IP concept
World wide web
Uploading and Downloading
E-mailing (creating an email ID, sending and receiving emails, attachments)

Suggested Assignments
List down the application software products used for the following
Graphics designing
2D animation
Video Editing
Draw any organic motif using paintbrush
Write any fashion related article on note pad
Make your bio-data with your personal, academic and other relevant information. Also add your photograph to it. Make the page visually appealing using all the formatting features of the word
Create a presentation of 10 slides on any given topic given by the faculty using power-point along with an audio and video input. Also use scanned images from various sources.

Make a workbook for a class containing the roll numbers, names, marks obtained in five main subjects, total marks, percentage, and ranks. Use formatting features to make it visually appealing.

Create an email account and send a reply to an email containing an attachment that you received from your classmate.

Logo design
Vector theory
Font anatomy
Illustrator tools
Clipping Masks
Layers and blending modes
Drawing tools, brushes
Typography
Typesetting
Font Classification and recognition
Type effects
Live Trace and Live Paint
Working with Bitmaps in Vector Files
Page Layout
Character and Paragraph styles
Page numbering
InDesign tools
Composition, balance, tension and other formal elements
Creativity

Textbooks
1. Respective software manuals

Reference Material
Web Sources

RFD155: CRAFT APPRECIATION (MODULAR)

Objectives
- To create awareness for the Indian and global craft industry
- To encourage appreciation of the different crafts – their origins, processes, production, marketing and design development
- To create awareness for the challenges faced by craftspeople in developing and marketing their products
- To create awareness of various craft organizations and individuals working in the sector
- To understand the various Government and other organization initiatives towards betterment and improvement of the crafts

Learning Outcomes
- Sensitization to the various regional crafts in the vicinity
- Understanding of the socio-economic conditions of the related craftspeople
- Awareness of new product innovations being undertaken by some crafts
- Understanding of marketing strategies being undertaken by the artisans, craft organizations and the Government for getting better visibility to the crafts and widening the customer base for them.
- Understanding of the survival strategies being followed by craftspeople
- Understanding of the scope of improvement and intervention for development of the craft and craftspeople

COURSE CONTENT
- Previsit lecture
  - Lectures for a brief regarding the craft
  - Introductory lectures on famous crafts
  - Detailed review of literature on area specific craft
  - Guest lectures

PROJECT – 1
- The students may be taken for visits to the following mentioned places
  - Textile / Craft Museum / Industry
  - Trade Fair, (if possible)
  - Any craft center in the vicinity
Local craft clusters in the vicinity
Any local craft organization / NGOs etc. and their area of work (if possible)
The students will be expected to document the visits through the following–
- Maintain a field diary with observations, sketches, names of participating / visited artisans and organizations etc.
- Interviews and questionnaires
- Photographs
- Video recordings
- Collecting pamphlets / brochures / any other printed material of the participants / visited organization
- The students will have to prepare an illustrated visit report and submit to the concerned faculty

PROJECT – 2
The students will conduct a survey and document any one local craft in the near vicinity
During this, the students will study the complete process of craft manufacturing, raw material procurement, preparation, production, customer profile etc.
Visual documentation will be done through field diary, photographs, video recordings etc.
At the end of the study, the students will prepare a document compiled with complete study and visual data
The students will also prepare an audiovisual presentation for the same
For the jury evaluation the students will display the collected and sourced material as well as research undertaken for the project

Reference Material
1. Craft Maps of India, Dastkari Haat Samiti
5. Cooper, Ilay, Arts and crafts of India, Thames and Hudson, 1996
6. Chattopadhyaya, Kamaladevi, Indian Handicrafts, Indian Council for Cultural Relations, 1963
7. Tribal Arts and Crafts of India, Ministry of Education and Culture, India, 1982

Web Sources
2. http://www.indiancraftsjourney.in/
3. www.sewalucknow.org/
RFD156: RESEARCH SKILL FOR DESIGN

Objectives

• To sensitize to the importance of research and data collection.
• To create awareness of the process of research.
• To develop the nature of creative thinking
• To assimilate and adapt the knowledge of research for product development

Learning Outcomes

• Understand the fundamentals of research
• Be able to use analytical and evaluative skills and techniques for data collection
• Be able to develop interpersonal skills effectively to gather information from various sources
• Be able to incorporate research and creative thinking strategies within product development methodology
• Be able to realize the importance of targeting the right customer with the right product or service

COURSE CONTENT

UNIT-I IMPORTANCE OF RESEARCH IN DESIGN

Need of research
Applications of research
Nature of research

UNIT-II PROCESS OF RESEARCH

Idea generation
Gathering information (library, field visits, internet, interpersonal communication etc.)
Analysis
Synthesis
Hypothesis
Plan of action

UNIT-III CONCEPT RESEARCH

Data collection for a specific project
- Library (universities, institutes, museums, private, online)
  - Books
  - Magazines
  - Journals
  - Newspapers
  - Research articles etc.
- Book Stores
- Internet
- Interviews
UNIT-IV PRODUCT RESEARCH
- Study of existing designs
- Design
- Material
- Availability
- Cost etc.
- Scope for intervention
- Processes involved
- Production technique
- Production centers
- Place of sale/ Sale outlet

UNIT-V MATERIAL RESEARCH
- Appropriate material selection
  - End usage
  - Cost
- Sourcing- exhaustive study of all feasible market areas
- Handling of material
- Innovation
- Substitution

UNIT-VI MARKETING RESEARCH
- Costing
- Consumer profile
- Target market
- Distribution channel

Suggested Assignments
To do an in depth research on any one of the classic fashion styles (e.g. jeans, leather jacket, cardigan, t-shirt, canvas shoes etc.). Collate data from various sources based on the process of research and product research. Market survey is mandatory. Diversify the products using the same material as well as collect various other materials for the product development. Carry forward the research to analyze the prospective market for the developed product.

Suggested Visits
As per the requirements of undertaken research
Reference Material

RFD157: SOCIO CULTURAL ENVIRONMENT AND ENTERPRISES (MODULAR)

Objectives
- To observe and analyze the details of the micro and macro environments and their interrelationships in socio-cultural, economic, political and religious contexts
- To develop conceptual and objective perspectives in the chosen area of study
- To sensitize the students to the various tools of perception and analysis for an effective study of their immediate environment
- To learn to work in teams
- To maximize individual contributions for maximizing the outcome of the study

Learning Outcomes
- Be aware of the surrounding environment and the sub-systems coexisting in the society
- Be able to study the various aspects of community living and appreciate community inter-relationships
- Be able to bond with the other social groups
- Be able to understand the production / communication processes within diverse environmental contexts
- Be able to work in teams and mutual cooperation
- Be able to perceive and adequately formulate a problem for discussion and research

COURSE CONTENT
- Introduction to the subject and its relevance to the course
- Introduction to the concept of macro and micro environment, methods of spatial mapping, visual documentation, primary and secondary sources of data collection
- Project 1: to study a macro environment in detail, taking every aspect of community interrelations, interactions and interdependence into account
- Project 2: to understand the variety of micro environments and their distinctive characteristics
- Project 3: to understand a micro-level enterprise in the environment from the point of view of its structure, processes and interrelations therein
- Environmental issues
  - Green concept
  - Recycling
  - Waste management
PROJECT – 1:  MACRO ENVIRONMENT STUDY
Methodology
Formation of groups - The class will be divided into groups of four to five students
Identification of the macro environment of the city to be studied - Bazaars, Places of worship, commuter junctions (railway stations, bus terminals, auto and taxi stands etc.), community locales and recreation zones (housing societies, parks, restaurants, cinema halls, malls, amusement parks etc.), historical monuments, service institutions (hospitals, prisons, orphanages etc.), educational institutions etc.
Selection of any one macro environments by each group and collection of secondary data (historical information, published monographs, official statistics etc.) before visiting the environment
Initial visit to the selected area and spatial mapping of the environment
Development of the relevant tools for generation of primary data (method of observation, interviews, questionnaires, group interactions etc.)
Revisiting the environment and collection of primary data
Visual documentation of the selected area (photographs, sketching, drawings – general and specific, videos etc.)
Collation of the collected information and documentation (Visual, primary and secondary data)

Analysis and group presentation of the documented information

PROJECT – 2:  MICRO ENVIRONMENT STUDY
Methodology
Same groups of Project 1 will work on this project
Selection of any one micro environment (specific garment shop, jewellery shop, footwear shop or any other such enterprise, eatery, any specific department of the hospital, school, college, ticket counter at the railway station, bus terminal etc.) from the macro environment studied previously (individual activity)
Detailed study of the selected environment
Sequential diagram of the process followed in the selected micro environment
Presentation
Visual documentation of the activity and collection of primary and secondary data
Documentation of the collected information
Individual presentation and submission of documented work

PROJECT – 3:  SMALL ENTERPRISE STUDY
Methodology
Formation of groups - The class will be divided into groups of two students
Selection of any road side enterprise in the nearby locality (not a proper shop like paanwala, chaiwala, chatwala, maggiwala, cobbler, vegetable vendor, phoolwala, rikshawala, vendors on red lights, chik makers etc.)
Interaction and understanding of the enterprise and person running it – visual documentation, observation, interview etc

Understanding the enterprise on the following terms:
- Raw material resource
- Materials and technology used for production
- Production structure
- End product
- Customer profile
- Environmental aspects

Presentation
Maintain a field diary throughout the duration of the course, recording every detail and information observed and experienced during the course of the project.
Document the process – collation of all visual and collected data

Reference Material

RFD201: TEXTILES-I

Objectives
- To develop an understanding of the fundamental concepts of textiles
- To accustom the students with the nature, property, behavior and uses of various natural and man-made textile fibres
- To familiarize students to the various types of yarns, their properties and manufacturing processes
- To develop an understanding of various techniques of fabric construction
- To be able to identify different types of woven, knitted and nonwoven fabrics
- To understand calculation of yarn-count and yarn twist and their relation to fabric properties
- To impart the knowledge of some important physical and chemical tests of fabrics for better understanding of fabric properties, their performance and application
- To enable students to identify basic and decorative weaves
- To learn graphical representation of basic weaves and their variations

Learning Outcomes
- Understand the attributes of different textile fibres
- Understand yarn count and its relation to fabric properties
- Be aware of various types of looms and fabrics made from these looms
- Understand different techniques of fabric construction
- Skill development to relate textile structure and property for specific end uses
- Develop concept of the nature and behaviour of various textile material in the apparel sector
• Be able to identify basic weaves and their variations
• Be aware of various types of decorative weaves and their properties

COURSE CONTENT

UNIT-I        INTRODUCTION TO TEXTILES
Terms and definition: fibres, filaments, yarns-spun yarns, filament yarns, sewing threads, fabrics- woven, knitted, non-woven
Classification of textile fibres on the basis of origin and length of fibre

UNIT-II        TEXTILES FIBRES AND THEIR PROPERTIES
(Source, production and properties)
- Important properties of textile fibres
- Natural cellulosic fibres- cotton, flax, jute, ramie
- Natural Protein fibres- wool, silk
- Regenerated Fibres- viscose rayon, cuprammonim rayon and polynosic rayon, acetate and tri-acetate, azlon
- Synthetic fibres- nylon, polyester, acrylic, modacrylic, olefins, Polypropylene
- Special use fibres- elastomeric fibres, aramid, carbon
- Microfibres- Tencel, Modal, etc.
- Innovative fibre
- Fibre identification - visual test, microscopic test, burning test, chemical test

UNIT-III        YARNS
- Yarn manufacturing process
  - Mechanical Spinning
  - Chemical spinning processes- dry spinning, melt spinning,
Yarn Classification- on the basis of structure, fibre composition, effects and processing
Novelty yarns- core, eyelash, boucle’, ribbon, ladder, nub, slab, chenille, corkscrew or spiral, metallic yarns, crepe yarns
Yarn numbering system- direct and indirect system
Yarn twist- direction of twist (S and Z twist), types of twist, effect of twist on fabric properties
Sewing threads
Yarn testing - Determination of staple / filament yarn, number of plies, direction of twist, measurement of twist
Fabric testing - Physical tests
  - Thread count: ends per inch and picks per inch
  - Fabric weight: fabric mass per unit area (gsm), fabric mass per unit length (weight per linear meter)
  - Evaluation of fabric drape
  - Seam / yarn slippage
Chemical tests - Dimensional stability, mercerization, chlorination

UNIT-IV        FABRIC CONSTRUCTION TECHNIQUES
Weaving
Preparation of yarns for weaving
Loom: Parts and types of looms
Characteristics of woven fabrics
Classification of Weaves
Basic weaves: plain, rib and basket, twill, satin/sateen
Decorative weaves: dobbý and jacquard
Surface figure weaves: lappet, swivel, spot/dot
Other weaves: pile weave, velvet, velveteen, leno, double weave
Weave identification - Identification of basic weaves and their design interpretation on graphı
Plain weave and its variations – rib and basket weave
Twill weave: even, uneven, right handed, left handed, pointed twill, herringbone
Satin and sateen weave
Identification of decorative weaves- dobbý and jacquard, surface figure weaves: lappet, swivel, spot/dot, pile weave, velvet, velveteen, leno, double cloth
Weaving defects
Knitting
Introduction to knitting
Characteristic of knitted fabrics- wales and course, gauge (npi), technical face, technical back, skewing, snagging
Warp and weft knıts
Comparison between knıts and woven
Weft knit fabrics: double knit, jersey knit, rib knit and piqué
Warp knit fabrics: tricot and raschel

UNIT-IV OTHER FABRIC CONSTRUCTION TECHNIQUES
Non-woven/bonded fabrics
Other methods of fabric construction- braids, nets, lace, taper cloth, film fabrics, coated fabrics, metallic plated, multi component fabrics

Suggested Assignments
Assignment 1: Source and prepare a portfolio of various types of yarns. Specify fibre composition, count and twist of the samples (minimum 10 samples)
Assignment 2: Conduct a market survey of fabric or clothing stores to examine the fibre content of fabrics. Note the variety of effects created by blending fibres. Explain why the different fibers were used together
Assignment 3: Prepare a portfolio of fabric swatches of different fibre content and end use of the samples (minimum ten samples)
Assignment 4: Prepare a portfolio of fabric swatches of different weights and thickness. Calculate their yarn count in terms of ends per inch and picks per inch. Specify possible applications of the samples (minimum ten samples)
Assignment 5: Develop a portfolio of fabric swatches of various types of woven fabrics. Identify type of weave and provide graphical representation of basic weaves (minimum ten samples sourced by students and ten samples provided of department)
Assignment 6: Prepare a portfolio of fabric samples of different surface appearance such as fabric made of slub yarns, textured yarns, twill weave, pile weave, leno weave, etc. (minimum ten samples)
Assignment 7: Prepare a frame from hard board and make basic weaves using paper strips

**Instruments Required**
- Pick glass
- Microscope
- Twist counter
- Crease recovery tester
- Drapometer
- GSM cutter
- Electronic weighing balance

**Suggested Visits**
- Fabric manufacturing unit-handloom / powerloom unit
- Handloom weaving units of Varanasi, Panipat, Surat, Muradabad, etc
- Indian Institute of Handloom Technology (nearest one)
- Knitwear manufacturing unit
- Nearest Weaver's Service Centre (visit the following website for list of centers http://handlooms.nic.in/cit_char_wsc.htm)
- Textile testing laboratory

**Textbooks**
7. Saville, B.P., Physical Testing of Textiles, Textiles Institute, 2009

**Reference Materials**
3. Express Textile Journal
11. Kothari, V.K., Behera, B.K., Quality Control in Textiles and Apparel Industry- A& B, Delhi, Department of Textile Technology, IIT – Proceedings of Workshop- 3-5 October, 1996
17. Shaikh, I. A., Pocket Weaving Expert- A practical handbook on textile weaving, Lahore, Pakistan

Web Sources

RFD202: ART APPRECIATION

Objectives
- To get the basic understanding of art through the ages
- To appreciate the other fields of arts along with the drawing, painting, calligraphy, architecture, sculpture, etc.
- To understand the effect of personal, political, sociological and religious factors behind each creation
- To stimulate students to create their own creations by learning history of art

Learning Outcomes
- Understand how social, political, cultural and religious conditions influence art
- Understand the elements of design
- Understand how the visual elements are used and how they affect a work of art
- Be able to decide and develop their own style
- Be able to develop a subject/ theme/ content for their creation

COURSE CONTENT

UNIT-I ANcient PERIOD
Indus Valley Civilization- Art and artifacts of the time, city planning etc.
Mauryan period
Sunga period
Kushan period
Gandhara period
Gupta period

UNIT-II SOUTHERN AND NORTHERN INDIA
Pallava period
Chola period
Chalukya period
Rashtrakuta period
Hoysala period
Vijayanagar period
UNIT-III  LATE MEDIEVAL AND EARLY MODERN AGE
- Islamic Sultanate
- Mughal period

UNIT-IV  WESTERN ART – ANCIENT TO MIDDLE AGES
- Ancient world
  - Prehistoric Art- Old Stone Age & New Stone Age
  - Egyptian Art and Architecture
- Classical period
  - Greek Art and Architecture
  - Roman Art and Architecture
  - The middle ages
    - Byzantine
    - Romanesque
    - Gothic

UNIT- V  FIFTEENTH – EIGHTEENTH CENTURY
- Renaissance
- Baroque
- Rococo

UNIT- VI  THE MODERN WORLD
- Neo classicism, Romanticism, Realism
- Impressionism, Post- Impressionism
- Fauvism, Cubism
- Expressionism
- Dadaism, Surrealism
- Bauhaus

Suggested Assignments
- Make a presentation on Indus Valley civilization, elaborating on the city planning, pottery and other artifacts of the time.
- Make a presentation on the influence of Buddhism on art and architecture of Mauryan and Sunga periods.
- Discuss the stylization of Buddha in both Gandhara and Mathura schools with illustrated examples from both.
- Make a presentation on the Hindu temple architecture and art of Southern India with visual illustration.
- Make a first hand documentation with photographs on the architectures of Delhi Sultanate.
- Make a visual presentation supported by text on miniature paintings of the Mughal period.
- Collect information on art and architecture of the classical period and make a power point presentation.
- Make a power point presentation on the architecture of the different phases of Middle ages with examples of how stain glasses are used in them.
• Make an illustrated project on any artist from Renaissance period, discussing how his works reflect the spirit of the time. Submit in a form of portfolio.
• Develop your own designs of fashion or accessories inspired by baroque or rococo period and present in a portfolio.
• Collect information on different “isms” of 19th and early 20th Century and present in a form of power point presentation.

Suggested Visits
• Libraries, museums and the galleries in the vicinity
• National Gallery of Modern Art (New Delhi)

Textbooks
4. Susan Huntington, The Art of Ancient India

Reference Materials
1. N.R. Ray, Maurya and Sunga Art
2. Stella Kramrisch, The Art Of India
3. Ananda Coomaraswamy, The Transformation of Nature in Art

Web Sources
RFD203: HISTORIC COSTUME INDIAN

Objectives

- To understand the evolution, changes and developments in clothing with the evolution of human race
- To understand the evolution, changes and developments in clothing in the Indian context
- To appreciate the social and political life of various periods of Indian history
- To identify the costumes, headdresses and accessories of various periods in the Indian history
- To understand the socio-cultural influences over dressing styles of population in any period

Learning Outcomes

- Be aware of the chronology of various dynasties and rulers in the political history of India
• Get introduced to the world of costumes and lifestyles in the socio-cultural context of India from ancient times
• Understand various factors affecting the costumes, jewelry and headdresses of any given period
• Understand design inspirations and past influences over current fashion trends
• Understand the historic costumes, jewellery and surface designs as a source of inspiration for new design developments

COURSE CONTENT

UNIT-I ORIGIN OF CLOTHING
   Evolution of clothing
   Origin and development of costumes
   Functions of clothing
   Theories of clothing

UNIT-II NORTHERN AND NORTH WESTERN INDIA
   Indus valley civilization
   Vedic period
   The Maurya and Sunga periods
   Satavahana period
   Kushan period
   Gupta period
   Post-Gupta period

UNIT-III SOUTHERN INDIA
   The Pallavas
   The Cholas
   The Rajputs
   The Vijayanagara Empire

UNIT-IV THE MEDIEVAL INDIA
   Ghurid dynasty
   Slave dynasty
   Khalji dynasty
   Tughlaq dynasty
   Timur and Sayyid dynasty
   Lodi dynasty
   Pre-Mughal period
   Mughal period
   The Post-Mughal period
   British period

UNIT-V THE PRESENT DAY DRESS
   Northern India
   Eastern and Northeastern India
   Western and Central India
   Southern India
Suggested Assignments

Find a list of three movies where the costumes have been influenced by any given period in the Indian history and make a presentation of visuals from the movies depicting the same.
Collect pictures (atleast eight) and make a catalogue of different lifestyle products – furniture, daily use articles, kitchen utensils, mirrors, hookahs, paandaans, fans, bolsters and pillows, canopies, mosquito nets, candle stands, oil lamps etc. from various periods of Indian history.
Design an apparel for wearing in present times inspired from the historical styles of costumes of medieval men/women.

Suggested Movies

For better visual understanding of the costumes of earlier periods, the students should be shown atleast five of the following (or similar kind) movies:

Siddhartha
Amrapali
Utsay
Agnivarsha
Mughal-e-azam
Umrao jaan
Pakeezah
Razia sultān
Chaudhvi ka chaṇḍ
Gandhi
Shatranj ke khilādi
Lagan
Mangal pandey etc.
TV Serials
Bharat ek khoj
Chanakya
Chandragupta Maurya

Suggested Visits

Visits are to be made under faculty guidance. Illustrated report to be submitted after each visit

- Costume section of any local museums
- Dolls Museum, New Delhi
- Educational tour to a museum of a bigger city

Textbooks


Reference Material
3. Chandra Moti, Costumes, Textiles, Cosmetics and Coiffure in Ancient and Medieval India, Delhi
6. Treasure of Indian Textiles History, Marg Publications, Mumbai
8. Bhatnagar, P., Traditional Indian Costumes and Textiles, Abhishek Publications, Chandigarh

Web Sources

RFD204: ELEMENTS OF FASHION

Objectives
- To familiarize with fashion concepts and terminology
- To appreciate the relevance of fashion forecast
- To realize the multidimensional factors influencing fashion
- To provide comprehensive understanding of the development of fashion
- To understand the scope of job prospects in the fashion industry
- To familiarize students with various apparel categories- men, women, kids

Learning Outcomes
- Be able to understand and use the common terms used in fashion industry
- Be familiarized with the psychology of fashion and the factors associated with it
- Understand the acceptance of fashion as an outcome of lifestyle influences
- Be aware of national and international fashion trends, brands and designers
- Be able to visualize design concepts based on seasonal fashion forecasts
COURSE CONTENT

UNIT-I  FASHION VOCABULARY
Fashion terminology (fashion, style, couture, haute couture, accessories, avant garde, classic, collection, fad, fashion cycle, fashion forecast, haute couture, knock-off, bridge fashion, line, mark up or mark on, pre-a-porter, style, trend, motifs, blends, trimmings, details, toile, boutique, atelier, silhouette, fashion forecasting, grading, draping, ready-to-wear, retailer, visual merchandising, merchandiser, stylist, hue, value, intensity, texture, repeat, proportion, balance, rhythm, CAD, pattern, pattern making etc)
Design terminology (elements and principles of design)
Color terminology (dimensions, color psychology, color wheel, color schemes)
Fabric terms (fibre, yarn, fabric, weaving, warp, weft, thread count, balance, grain line, selvedge, knits, etc.)
Fashion accessory terminology (footwear, jewelry, gloves, hats, belts, scarves, umbrellas, hand bags, sunglasses etc)
Common sewing terms (alter, seam allowance, backing, back stitch, bias, fray, facing, lining, puckering etc.)

UNIT-II  FASHION FORECASTING
Introduction
Forecasting for colors, fabrics, style, embellishment & accessories
Promotion
Fairs (Heimtextil, Premier Vision etc)

UNIT-III  FASHION DEVELOPMENT
Fashion cycles (introduction, acceptance, peak, decline and obsolete, waxing and waning of fashion)
Consumer groups (fashion leaders and fashion followers)
Adoption of fashion (traditional fashion adoption, reverse adoption and mass dissemination)
Consumer buying (motives, fashion selection on the basis of styling features and practical considerations)
Fashion categories (women’s wear, men’s wear, children’s wear, sportswear, resort wear, sleepwear, casual wear, formal wear etc.)

UNIT-IV  INTERNATIONAL FASHION
Fashion Education
Milan- Domus Academy
New York- Fashion Institute of Technology
London- London School of Fashion, Royal College of Art
Fashion capitals of the world – Tokyo, Paris, Milan, London, Germany (exclusivity and five top designers from each capital)
Designers (Coco Channel, Christian Dior, Yes Saint Laurent, Ralph Lauren, Donatella Versace and Vallentino, Karl Lagerfeld, Dolce & Gabbana)


Fashion Brands
High fashion (Tommy Hilfiger, Christian Dior, Calvin Klein, Versace etc.)
Ready-to-wear (H&M, Ralph Lauren Polo brands, CK by Calvin Klein, DKNY, Versus by Versace etc)
Retail stores (Marks and Spencers, Target, JC penny, Neiman Marcus, Harrods, Zara International and many more)

UNIT-V

FASHION IN INDIA

Major fashion cities in India (Delhi, Mumbai, Pune, Bangalore)
Designers (Ritu Kumar, Manish Malhotra, Rohit Bal, J.J. Valaya, Tarun Tahiliani, Manish Arora, J.J. Vallaya, Ritu Beri, Manish Arora, Rina Dhaka, Hemant Trivedi, Rana Gill etc)
Fashion Weeks (WIFW, Lakme Fashion Week etc)

Fashion Brands
Designers brands (Satya Paul, Sabyasachi etc.) & Corporate brands (Zodiac, Grasim, Park Avenue, Parx, Van Heusen, Allen Solly, ColorPlus, Frank Jefferson etc.)
Retail stores (Lifestyle, Pantaloons, Shoppers Stop, Raymond, Park Avenue, Color Plus, Globus, Westside, Reliance Trends, Big Bazaar, etc)

Unit –VI

CAREERS IN FASHION

Fashion designers, product developers, creative pattern makers, fashion coordinators, fashion stylists, design merchandisers, fashion educators, fashion illustrators, costume designers

Suggested Assignments

From current fashion magazines, collect five examples of each of the following
High fashion
Mass fashion
Classique
Fad

Collect atleast ten pictures of ensembles from various magazines, newspapers etc. depicting different color schemes.
Collect pictures of different accessories from any seven different domestic and international brands.
Identify and write a brief profile (one paragraph) of five renowned brands in different apparel categories (men wear, women’s wear, kids wear etc.)
Identify your favorite fashion designer and analyze the exclusivity of his/her work with reference to work, design, silhouette, colors, etc.
Presentation on careers in fashion.
Textbooks
8. Ireland, P. J., Encyclopedia of Fashion, B.T. Batsford Ltd., 1995

Reference Material
6. Castelino, M., Fashion Kaleidoscope, Rupa Publication

Web Sources
1. www.nationsonline.org
4. www.fashioncenter.com
5. www.fgi.com
6. www.vogue.com

RFD251: FASHION MODEL DRAWING

Objectives
- To understand the fundamental structure of a human body by beginning with figure drawing, emphasizing anatomical details
- To draw figures with normal human proportion to get the actual knowledge of human scale
- To understand the development of fashion figures by enlargement of proportions and balancing of postures etc. in a normal figure drawing
- To learn to convert flat croquies to flesh croquies
Learning Outcomes

- Be able to develop visual thinking and creativity as a fundamental to all art, craft and design
- Be able to use knowledge of human anatomy for developing illustrations
- Be able to develop skills for drawing fashion figures free-hand
- Be able to use the study of body parts to play with postures and expressions
- Be able to convert flat figure drawings to flesh fashion figures
- Be able to use the understanding of clothed figure for depicting folds and pleats

COURSE CONTENT

UNIT-I FIGURE DRAWING (Normal Proportion)
- Live drawing from model
- Proportion and anatomy
- Study of head, hands and feet
- Study of eyes, ears, nose and mouth
- Study of different postures and movements
- Drawing of different age group figures

UNIT-II DRAWING FASHION FIGURES (Stylization)
- Ten head female croqui
  - Front view
  - Back view
  - ½ Profile view
  - ¾ Turned view
- Ten Head male croqui
  - Front view
  - Back view
  - ½ Profile view
  - ¾ Turned view

UNIT-III ANALYSIS OF BODYPARTS
- Face analysis with hairstyles
- Hand analysis
- Feet analysis

UNIT-IV FLESHING OF FEMALE AND MALE CROQUIES
- Front View
- Back view
- ½ Profile view
- ¾ Turned view

Suggested Assignments

PROJECT-1
- Make thirty freehand sketches of live models from your surroundings
- Draw fifty free hand sketches of different body parts of various age groups showing details in different positions and angles
- Draw fifty sketches of people with different postures and movements
- Draw ten detailed sketches of people from different age groups

PROJECT-2
Make four sketches each of male and female ten head croquis (front, 3/4th, profile and back view)  
Draw sketches of ten faces with different hairstyles  
PROJECT-3  
Make four sketches each of male and female flesh croquis (front, 3/4th, profile and back view)  
**Note:** All work to be presented in a portfolio with proper mounting and due labeling.

**Textbooks**
4. Giovanni Civardi, *Drawing Clothed Figure*, Search Press Limited, 2006  

**Reference Material**
1. Raynes, J., *Complete Anatomy & Figure Drawings*, Anova Batsford, 2007  
4. Barcsay, J., *Anatomy for the Artist*,  

**Web Sources**
1. www.human-anatomy-for-artist.com  
2. www.ligedrawingsocietu.co.uk  
3. www.fashionillustration.or.kr  
4. www.fashionmission.nl  
5. www.fashion-era.com

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**RFD252: MATERIAL STUDIES-II**

**Objectives**
- To explore different fibres, yarns and other unconventional material towards handcrafted garments and accessories  
- To sensitize to the importance and usage of various textile materials  
- To develop an understanding of their behavior, characteristics, properties, physical and visual potential  
- To impart knowledge of various yarn craft, fabric craft techniques  
- To explore and adapt the techniques to create innovative surfaces  
- To enhance the design skills for product development and expansion
Learning Outcomes

- Be able to explore and manipulate material
- Be able to handle various textile material
- Be able to apply comprehensive knowledge to the material and design
- Be able to use various kinds of textile material for innovative design development
- Be able to explore and adapt different fibres, yarns and other unconventional material for handcrafted fabrics and accessories
- Be able to construct end product which could range from an accessory to a trimming, details or a fully finished garment

COURSE CONTENT

UNIT-I INTRODUCTION TO TEXTILE MATERIAL
- Yarns study
- Fabrics study
- Loom study

UNIT-II YARN CRAFT
(Exploration, adaptation and improvisation of the techniques to create innovative surfaces / products using yarns, vegetable fibers, threads, ropes, ribbons, braids, wires etc. and combining them with other non-textile material)
- Macramé
- Knotting
- Crochet
- Braiding
- Tasselling
- Twining

UNIT-III FABRIC CRAFT
(Exploration, adaptation and improvisation in using the material to create innovative surfaces / products using different kinds of fabrics)
- Deconstruction
- Addition on the surface
- Addition to the structure
- Converting flat fabrics to 3-D surfaces (quilting, ruffling etc.)

UNIT-IV WEAVING
(Using the loom to develop fabric surfaces with different types of yarns and creative addition of non-textile material for enhancing the aesthetics of the fabrics)
- Basic weaves – plain, basket, rib, twill & its variations, satin
- Advanced weaves – color & weave effects, pile, block drafts, extra weft
- Creative weaving

Suggested Assignments

- Projects
- Collection of various materials which can be used as weft for creative weave development
- Develop innovative yarns using various textile and non-textile material
Develop innovative products using various techniques mentioned in Unit-II
Develop a product using any one technique from Unit-II
Develop atleast eight interesting fabric surfaces using the techniques mentioned in Unit-III
Develop a 3-D product using different fabrics
Develop swatches of basic weaves on a table loom using different types of textile material
Develop swatches of advanced weaves on a table loom using different types of textile material
Develop swatches of creative weaves using non-textile material for weft in a yarn warp

Suggested Visits
Visits are to be made under faculty guidance. Illustrated report to be submitted after each visit
Visit local artisans (chik makers, floors/chattai makers etc.)
Visit the nearest Weavers Service Centre (Ministry of Textiles, Government of India) or a handloom weaving unit/weaver/dari unit.
Visit NGO’s working in the field of creative product development from yarns and fabrics.

Textbooks
Thwaites, G., Indian Inspiration, Traplet Publications Ltd., 2003

Reference Material
1. Ewy, Jane, Art to Wear, North Light Books, 2005
2. Braddock, Sarah E., Techno Textiles, Thames & Hudson, 1999

Web Sources
2. www.yarn-craft.co.uk/
3. pinterest.com/lionbrandyarn/crafts-with-yarn/
4. www.marthastewart.com › Crafts
5. www.cutoutandkeep.net › Bustle › Becca Kordas

RFD253: COMMUNICATING FASHION (MODULAR)

Objectives
• To expose to various aspects of the fashion industry
• To understand the fashion world from the perspective of designers and film makers
• To get an insight into the lives, inspirations and working styles of the popular national and international fashion designers
• To understand the realities of functioning of the fashion and related industries from experts involved within the field

Learning Outcomes
• Be sensitized to the working environment of fashion and related industries
• Be aware of the lives and working styles of popular designers
• Understand fashion and fashion industry from the grassroot level
• Face-to-face interaction with experts from the fashion industry

COURSE CONTENT

UNIT-I  POPULAR INTERNATIONAL DESIGNERS
- Clippings of fashion shows of the designers
- Movies based on the lives of some designers (Andy Warhol, Coco Chanel, Valentino, Giorgio Armani etc.)
- Signe Chanel - Documentary on process of making haute couture collection in the House of Chanel

UNIT-II  POPULAR INDIAN DESIGNERS
- Clippings of fashion shows of the designers

UNIT-III MOVIES ON FASHION
- Devil Wears Prada
- My Fair Lady
- Bill Cunningham New York
- Sex And The City
- It Started in Paradise
- Unzipped
- Fashion
- Page 3 etc.

UNIT-IV  GUEST LECTURES
- The institute can invite speakers from any of the below mentioned categories for a session with the students to expose them to the various facets of the fashion industry
  - Designers
  - NGOs
  - Fashion magazine editors
  - Fashion photographers
  - Stylists
  - Page 3 reporters – print and electronic media

Suggested Assignments
- There will be a group discussion of faculty and students to discuss the various details of the movies / videos / documentaries shown / sessions held
RFD254: CAD-I

Objectives
- To learn vector image formats through Corel Draw applications
- To acquire sound knowledge of the principles of graphic design
- To conceptualize design and its implementation using Corel Draw
- To incorporate in design students the ability to represent and create visuals using tools of Corel Draw
- To design and develop structural and applied design for product development

Learning Outcomes
- Be able to acquire basic understanding & skills of vector graphics software
- Be able to apply learnt tools and techniques for design development
- Be able to integrate design skills with the technology of computer applications.
- Be able to provide an asset for the designers to come at par with the modern technology
- Be able to combine available data with software tools for effective designing
- Understand Corel Draw as a tool for documentation

COURSE CONTENT

UNIT-I COREL DRAW
Tools and their application
☐ Introduction to Corel Draw software (definition and shortcut keys, RGB and CMYK color modes)
Page layout (size, orientation, page formatting, rulers, guidelines, nudge, table formatting, setting up grids etc.)
Menu bar, property bar, standard bar options
Importing bitmaps and tracing bitmap
Exporting

UNIT-II TOOL BAR
- Application of each tool
- Pick tool (duplicate, rotate, skew, mirror)
- Shape tool (shaping objects, shaping text)
- Bezier tool
- Eraser tool, knife tool
- Crop tool
- Zoom tool (zoom-in, zoom-out)
- Basic shapes tool and other drawing tool (circle, semi circle, 3/4th circle, rectangle, triangle, charts)
- Text tool (shaping text, lens)
- Table tool
- Special effects (eyedropper, blend, drop shadow, envelope, contour, distort)
- Color eyedropper
- Outline pen tool
- Fill tool
- Power clip objects

UNIT-III  COREL DRAW
  Application in terms of digital design
  - Logos and visiting cards
  - Motif development
  - Repeat pattern layout (clone, step and repeat)
  - Product layout

UNIT-IV  DESIGN & DETAILING
  Draw details/silhouettes of the following and apply various textures and effects for:
  - Collars
  - Sleeves
  - Pockets
  - Skirts
  - Trousers
  - Accessories

UNIT-V  FASHION ILLUSTRATION
  Drawing fashion croquis
  Draping on fashion croquis

Suggested Assignments
Design atleast ten motifs using basic shapes
Practice any five free hand motifs from temple architecture like stone and wood carvings
Design atleast ten motifs using shape tool and bezier tool and add various special effects
Practice any ten logos of different brands
Design atleast ten different logo concepts for your brand. Choose any one. Design a visiting card and incorporate the chosen logo in the same
Develop atleast two designs for the following:
  - Nursery prints
  - Floral prints
  - Geometric
  - Polka dots
  - Abstract
  - Stripes
  - Checks
  - Stylized motifs
Combining different elements of design (e.g. stripes with floral prints etc)
Design an advertisement/poster (look board & information poster) on a topic given by the faculty concerned, using typographical tools of Corel Draw
OR
To replicate a two page magazine layout having graphics, images and typography, for effective representation using Corel Draw software
Make a repeat layout pattern for any five designs and map (place) each design on an appropriate product (home furnishing, apparel or fashion accessory products) keeping in mind the scale of design, direction etc.
Design atleast five jewelry pieces with detailing (hats, necklace, finger ring, ear rings, pendant, bracelet, cuff links, tie, tiepins, bags, belts, shoes)
Create a flat sketch of male and female croquette of appropriate scale (geometrical form)
Create atleast 5 different postures of male and female flesh croquis on Corel Draw
Based on five selected themes (executive wear, casual wear, beach wear, sportswear etc.) design atleast two garments each and drape on an appropriate posture of a flesh croqui. Also create a suitable backdrop for the same.

Note: All work to be presented in the portfolio with proper mounting and due labeling.

Textbooks
1. Respective software manuals
2. Altman, R., Corel Draw X5, BPB Publications
4. Phyllis, D, CorelDraw 11 for windows & Macintosh, Schwartz-Steve Publisher

Web Sources
1. Corel draw Tutorials

RFD255: FUNDAMENTALS OF PHOTOGRAPHY (MODULAR)

Objectives
- To learn the fundamentals of photography
- To understand photography as a medium of communication
- To understand photography as a conceptual process
- To develop basic competency in handling photography equipment
- To develop a base for development of creative photography skills
- To improve images through photo correction tools

Learning Outcomes
- Be able to use camera as a tool
- Understand the different peripherals and their usage
- Understand compositions, placement of elements and interplay of light and shade in a photographic frame
- Be able to handle and manipulate various photography tools for effective photography
- Be able to use photography as a tool for documentation

COURSE CONTENT

UNIT-I INTRODUCTION TO PHOTOGRAPHY
Orientation
Scope of the subject
The basic science of photography

UNIT-II INTRODUCTION TO CAMERAS AND OTHER PHOTOGRAPHY EQUIPMENT
- Film camera
- Types of lenses
- Types of camera films
- Film speeds
- Film developing process
- Flash and artificial light
- Reflectors
- Types of filters
- Tripod, monopod and handheld
- Digital camera
- Digital SLR camera
- Memory cards

UNIT-III WORKING OF A CAMERA
- Focal length
- Shutter speed
- Aperture
- Exposure
- Depth of field
- Daylight photography
- Flash photography
- Outdoor photography
- Indoor photography
- Picture correction and alteration

UNIT-IV ASSIGNMENT – 1 (on working with different apertures, shutter speeds, exposure values and depth of field)

UNIT-V ASSIGNMENT – 2 (on daylight photography)

UNIT-VI ASSIGNMENT – 3 (on flash photography)

UNIT-VII ASSIGNMENT – 4 (on outdoor photography)

UNIT-VIII ASSIGNMENT – 5 (on indoor photography)

Suggested Assignments
All assignments will be continued in extra time apart from the class Lectures. The practical classes will be majorly used by the faculty to assess and discuss each student’s work with the concerned student and the rest of the class.
The students are required to collate all the work done during the course and present as a combined portfolio at the end of the semester with proper mounting, photograph details and due labeling. The assignments (as mentioned in Units IV – VIII) can be based on various subjects like nature, architecture, landscapes, public places, portraits, human form etc. The students will click pictures of the subjects using different apertures, shutter speeds, exposure values, lightings etc. and compare the results to understand the quality of their work.

Suggested Visits

- Photography exhibitions
- Photo studios
- Local photographers

Reference Material


Web Sources

2. photo.net › Learn About Photography
3. www.dofmaster.com/courses/basic/
4. www.basic-digital-photography.com/
5. www.cambridgeincolour.com/tutorials.htm

RFD256: DESIGN PROCESS

Objectives

- To understand the stepwise process to be followed while developing a design
- To get sensitized to the use of design process to create designs at various levels of product development
- To learn the development of theme board, color palette, story board etc. for design inspiration
- To develop a product using the design process
- To understand the documentation and presentation of any design project

Learning Outcomes

- Be able to research, analyze and use collected data for ideation and concept development
• Be able to develop, interpret and use mood boards, theme boards, color palettes or story boards to create designs based on a particular theme.
• Be able to develop designs/products using the design process.
• Be able to collect, collate and present all work done for the project systematically and appropriately.
• Be able to understand appropriate presentation and display required for any particular product.

COURSE CONTENT

UNIT-I       STEPS IN DESIGN PROCESS

- Identification of problem
- Research, Analysis and Planning
- Design Concept Development
- Detailed Design Development
- Final Implementation

UNIT-II      DESIGN DEVELOPMENT

- Introduction to Mood Board / Theme Board / Inspiration Board
- Introduction to Color Palette
- Introduction to Look Board, Design Board and Story Board

UNIT-III     DESIGN CONCEPTION

(Conception of a product using any single or combination of material – refer to Material Studies – I syllabus)

Select any product for development (fashion accessory – shoes, bag, scarf, jewelry, caps, hats etc., table accessory – pen stand, file folder, napkin holder, photo frames, pots, fruit basket, napkin rings etc., lifestyle product – keychain, magazine holder, newspaper rack, umbrella, pocket mirror, storage pouch, display shelves etc.)

Select an appropriate theme for design development

Research on theme, colors, product design and other components before design development

Make a theme board, color palette and story board based on the selected theme and product

Use the tools of Units – I and II to develop initial concepts of product design based on the selected theme.

UNIT-IV      DESIGN DEVELOPMENT

(Development of a product using any single or combination of material – refer to Material Studies – I syllabus)

Work in detail on the final selected product concept for final prototype development

Create a detailed illustration of the designed product in a suitable surrounding (drape the fashion accessory on a fashion model against appropriate background / place the table top accessory on a table in a suitable room etc.)

UNIT-V       DOCUMENTATION, PORTFOLIO AND PRESENTATION
Document the complete concept development process through appropriate scrapbook, pictures, material swatches / samples, research material etc. Also, record the stepwise design development process through photography. Compile a portfolio of the theme board, color palette, story board, all doodles, initial concepts, detailed illustration of the final selected design with specifications, proper mounting and appropriate labeling and the detailed product illustration in suitable surroundings. Submit all initial product samples and final prototype with all other documentation and portfolio for evaluation.

Suggested Visits
- Fashion accessory and lifestyle product stores
- Tabletop accessory stores
- Design studios in near vicinity
- Local product designers
- Local markets

Reference Material

Web Sources
1. http://inspirationfeed.com/articles/design-articles/design-process-flowchart-that-all-freelancers-designers-must-have/
3. http://www.academia.edu/561522/Layout_for_different_Textile_design_prints