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**SYLLABI AND COURSE STRUCTURE**

**B.DES IN FASHION DESIGN**

**BATCH (2018 – 22)**

**1. INTRODUCTION**

This is an undergraduate program in design with an emphasis on Fashion Design. The program is full time and for a duration of four years. On successful completion of the program, the students will receive a Bachelor of Designdegree, with the post-nominals B.Des.

While the main emphasis is on Fashion Design, the curriculum is designed with an emphasis on transdisciplinary design. The concept of transdisciplinary design is to provide a holistic exposure, skills and knowledge of design in its entirety. Gurukul wellbeing has been incorporated as a critical element of student awareness; students develop a healthy mind and body, which are as important as acquiring knowledge and skills. Business and entrepreneurship are core elements of the final two years of the degree as 21st Century design practice requires graduates to be creative but equally importantly, to possess a sharp business acumen in design practice.

The first year is an introduction to Gurukul Wellbeingand Design 360. This lays foundational knowledge and skills in illustration, materials, creative writing, design research, digital tools and history, along with Gurukul Wellbeing. Learning soft skills - etiquette and developing a professional attitude are also critical elements of first year design. Additional to this, we believe that knowledge should be contextual and gained through the local culture, and urban and built environments so Local Learning Experiences (LLE) are classes conducted in museums, palaces, art galleries and other etc. in and around Jaipur.

The second year isbuilds upon foundational knowledge and skills in enhancing Gurukul Wellbeing and Design 360.Here, skills such as illustration techniques get more complex; the materials and the studios get more varied and advanced, and digital tools learnt in the previous year are mastered and new tools learnt and applied. Technical studies, Fashion Design and Management and Marketing are introduced, and Gurukul Wellbeing continues. Contextual knowledge through the local culture, and urban and built environments is now extended to National Learning Experiences (NLE) where classes are conducted in palaces, museums, and craft clusters outside Jaipur. Included in second year is the Global Studio (wherein the outside world comes to our studio)and the Global Learning Experience (GLE) in Semester 4. The GLE is learning in an international venue, museum or palace. For students who do not want to opt for GLE they can opt for the Global Studio in this semester.

We encourage students to do internships in the holidays between the second and third year.

The third year isMastering Gurukul Wellbeing and Design 360, and Business Management and Entrepreneurship in introduced. The Global Studio and the Global Learning Experience are also part of the program. The students who did not opt for the GLE in the previous year will be required to undertake it in the third year. Those who did the GLE in the previous year do the Global Studio in the third year. By the end of the third year the students have been taught skills across the different design disciplines and have also experienced and seen design in our country as well as overseas. They have experienced design at the level of Indian Crafts and in the global context.

The Final year is consolidation and the students work toward the culmination of their knowledge and skills in their final project. They choose the project they want to work on and incorporate the transdisciplinary learning of the past three years. The mentors act as their guide.

Agraduate can become an entrepreneur and start his own business; practice as a designer in any field he chooses; become a consultant or can find employability as a fashion and design professional in areas including:

* Fashion Brands
* E-Commerce
* Designers
* High End
* Media Houses
* International Brands
* Big Corporates like Samsung; Mahindra; Tata and Sons as Designers
* Forecasting Agencies
* NGO’s
* Footwear and Accessory brands
* Movies/ Television
* Lifestyle Design Companies
* Luxury Retail
* Luxury Lifestyle brands
* Illustrators
* Costume Designers
* Stylists
  1. **MISSION**

The School of Design will be known as an institute that helps students adapt to the changing design needs of our evolving society by nurturing and honing creative individuals to become design professionals of the future, providing them with world class education in combination with traditional values of self-awareness.  The degree will focus on the evolution of aesthetics from a global standpoint while encouraging students to look inwardly, while imbibing the Gurukul way of learning.

**1.2 .VISION**

The School offering this degree aspires to be the foremost Design School in the country, by reviving the ancient ‘Gurukul’ style of teaching and learning. The School will be committed to providing artistic innovation and international rigour whilst emphasising critical thinking in applied art and design in terms of context and use whilst strongly encouraging work that challenges individuals.

The School seeks to be a private higher education provider recognised for the quality and innovativeness of our academic program, and which supports staff and students to become the best global citizens they can be.

**1.3. RATIONALE**

From a pedagogical perspective, the program is responsive to industry needs. It delivers on the core themes emerging from the process of industry consultation, but also has a broader sense of relevance across other industries, thus reflecting the need for a graduate that can integrate design with interdisciplinary, innovation and entrepreneurship.

The curriculum has evolved after immense research in the changing needs of the industry and the need for designers who can function as powerhouses of creativity blended with the business thinking.The implementation of the program positions our institution as a leading player in the delivery of innovative design in higher education.

The changing nature of design and the industry has seen an increasing need for the curriculum to be dynamic and constantly evolving; design can no longer be seen as an isolated discipline, hence the need for creative enterprise. The skills required to operate in this industry are broad, and practitioners will require collaboration with colleagues and companies to build on their knowledge to be successful.

**PROGRAM MISSION STATEMENT (FASHION DESIGN)**

The degree aims to encourage students to explore their creative talents by exposing them to diverse art and design across the world. The students will be exposed to academic excellence from across the globe as well as the best teaching and learning practices.

The transdisciplinary approach enables the students to integrate knowledge assimilated from a diverse range of subjects that enables them to arrive at innovative, challenging, and out of the box ideas as well as solutions. Through the curriculum, the students develop a deep understanding of materials, finishes, characteristics and properties which supports them in conceptualising knowledge in the functional and aesthetic aspects of design.

The students will be constantly updated on new and emerging technological innovations and techniques that they will be able to integrate and employ in their studies and as a graduate. The approach to teaching and learning varies from within the classroom to outside the classroom in museums, historical monuments, palaces, and craft clusters enable students to contextualise what they are seeing in their surroundings.

The global exposure and workshops will give students a wider perspective of how design is executed globally. The business and entrepreneurial inputs will stand the students in good stead to set up their own business venture and become entrepreneurs.

**PROGRAM OBJECTIVES**

1. To enable students **to source and synthesise information**(research); analyse data; understand and interpret trends; visualise and use visual research skills; work systematically through a design brief; to design and fabricate creative outcomes. In so doing, they will generate and propose design solutions that are based on a deep and comprehensive understanding of frameworks that are theoretical and practical concepts of fashion design.
2. To enable students to **contextualiseknowledge** in different aspects of design with technology, environment, social and political issues, and their influence on industry, art and the design world.
3. To **develop broad and deep knowledge** of marketing, commercial environments, trends, quality of design, quality standards in professional practice within the fashion and design industry.
4. To **integrateknowledge**of technology and advances in technology with local and national heritage especially in textiles, crafts and design.
5. To **develop and foster linkages** with academia, industry and design practice, including craft clusters. To provide industry relevant, collaborative and independent working opportunities to enhance students’ awareness and professional development
6. To **develop designthinking andcritical thinking**. To encourage independent thinking, through professional practise students are guided in self-evaluation and self-criticism in the broader context of society.
7. To **enable competent, ethical behaviour** as design professionals who act with integrity within their role in the industry.
8. To **nurturestudent’s personal creativity, and encourage innovation** in design thinking to **develop as an autonomous learner, thinker and practitioner**

**COURSE OUTCOMES**

1. PROBLEM SOLVING– Arrive at appropriate design solutions by applying analytical; diagnostic and creative skills in the design process. Carry projects from concept and visualisation till completion; by research; prototyping; finding alternative solutions to problems.

2. COMMUNICATION **-** Communicate effectively through verbal; visual and textual expression.

3. TECHNIQUES AND TECHNOLOGY **–** Use advanced technology and technical skills to help in translation of design concepts and design. Select and employ appropriate technology for design and development; relevant to chosen specialism.

4. SELF MANAGMENT –Study and learn independently with an open mind and curiosity. Set objectives; plan and manage time; resources and research; evaluate the outcomes.

5. APPLICATION – Apply knowledge and skills; technical; manual and digital in order to achieve the desired product.

6. PROFESSIONALISM - Display professional attributes, competencies and ethical practices commensurate with the role in the industry. Work cooperatively and collaboratively in a team

8. TRANSDISCIPLINARY KNOWLEDGE – Organise and present a portfolio of work that evidences the skills; knowledge and technical abilities acquired to practicing professionals and subject matter experts.

**TITLE OF DEGREE PROGRAM**

**B.DES FASHION DESIGN**

**DEFINITION-**

**ONE CREDIT HOUR IS = 1 HOUR OF THEORY LECTURE**

**ONE CREDIT HOUR = 2 HOURS OF PRACTICAL WORK**

**SEMESTER 1**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **PAPER**  **CODE** | **SUBJECT** | **HOURS/WEEK** | | | **CREDIT** | | |
| **L** | **P** | **TOTAL** | **L** | **P** | **TOTAL** |
| **BDFD101A** | Design Research and Application 1 | 3 | - | 3 | 3 | - | 3 |
| **BDFD102A** | Concept Design and Challenges 1 | - | 6 | 6 | - | 3 | 3 |
| **BDFD103A** | Environment and Material Sciences 1 | 3 | - | 3 | 3 | - | 3 |
| **BDFD104A** | Computer and Digital Tools 1 | 1 | 6 | 7 | 1 | 3 | 4 |
| **BDFD105A** | English and Creative Writing 1 | 3 | - | 3 | 3 | - | 3 |
| **BDFD106A** | Visual Studies 1 | - | 8 | 8 | - | 4 | 4 |
| **BDFD107A** | Professional Attitude and Etiquette 1 | 1 | - | 1 | 1 | - | 1 |
| **BDFD108A** | Yoga and Creative Mind 1 | - | 2 | 2 | - | 2 | 2 |
| **TOTAL** |  | **11** | **22** | **33** | **11** | **12** | **23** |

**SEMESTER II**

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| **PAPER**  **CODE** | **SUBJECT** | **HOURS/WEEK** | | | **CREDIT** | | |
| **L** | **P** | **TOTAL** | **L** | **P** | **TOTAL** |
| **BDFD201A** | Design Research and Application II | 3 | - | 3 | 3 | - | 3 |
| **BDFD202A** | Concept Design and Challenges II | - | 6 | 6 | - | 3 | 3 |
| **BDFD203A** | Environment and Material Sciences II | 3 | - | 3 | 3 | - | 3 |
| **BDFD204A** | Computer and Digital Tools II | 1 | 6 | 7 | 1 | 3 | 4 |
| **BDFD205A** | English and Creative Writing II | 3 | - | 3 | 3 | - | 3 |
| **BDFD206A** | Visual Studies II | - | 8 | 8 | - | 4 | 4 |
| **BDFD207A** | Professional Attitude and Etiquette II | 1 | - | 1 | 1 | - | 1 |
| **BDFD208A** | Yoga and Creative Mind II | - | 2 | 2 | - | 2 | 2 |
| **TOTAL** |  | **11** | **22** | **33** | **11** | **12** | **23** |

**SEMESTER III**

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| **PAPER**  **CODE** | **SUBJECT** | **HOURS/WEEK** | | | **CREDIT** | | |
| **L** | **P** | **TOTAL** | **L** | **P** | **TOTAL** |
| **BDFD301A** | Design Research and Application II | 3 | - | 3 | 3 | - | 3 |
| **BDFD302A** | Concept Design and Challenges II | 1 | 4 | 5 | 1 | 2 | 3 |
| **BDFD303A** | Advanced Material Sciences I | 2 | 2 | 4 | 2 | 1 | 3 |
| **BDFD304A** | Digital Tools III | - | 4 | 4 | - | 2 | 2 |
| **BDFD306A** | Visual Studies III | - | 6 | 6 | - | 3 | 3 |
| **BDFD309A** | Fashion Design I | 2 | 2 | 4 | 2 | 1 | 3 |
| **BDFD310A** | Management &Marketing I | 1 | - | 1 | 1 | - | 1 |
| **BDFD311A** | Technical Studies I | 2 | 2 | 4 | 2 | 1 | 3 |
| **BDFD308A** | Yoga and Self Discipline | 2 | - | 2 | 2 | - | 2 |
| **TOTAL** |  | **13** | **20** | **33** | **13** | **10** | **23** |

**SEMESTER IV**

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| **PAPER**  **CODE** | **SUBJECT** | **HOURS/WEEK** | | | **CREDIT** | | |
| **L** | **P** | **TOTAL** | **L** | **P** | **TOTAL** |
| **BDFD401A** | Design Research and Application IV | 3 | - | 3 | 3 | - | 3 |
| **BDFD402A** | Concept Design and Challenges IV | 1 | 4 | 5 | 1 | 2 | 3 |
| **BDFD403A** | Advanced Material Sciences II | 2 | 2 | 4 | 2 | 1 | 3 |
| **BDFD404A** | Digital Tools IV | - | 4 | 4 | - | 2 | 2 |
| **BDFD406A** | Visual Studies IV | - | 6 | 6 | - | 3 | 3 |
| **BDFD409A** | Fashion Design II | 2 | 2 | 4 | 2 | 1 | 3 |
| **BDFD410A** | Management &Marketing II | 1 | - | 1 | 1 | - | 1 |
| **BDFD411A** | Technical Studies II | 2 | 2 | 4 | 2 | 1 | 3 |
| **BDFD408A** | Yoga and Self Discipline | 2 | - | 2 | 2 | - | 2 |
| **TOTAL** |  | **13** | **20** | **33** | **13** | **10** | **23** |

**SEMESTER V**

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| **PAPER**  **CODE** | **SUBJECT** | **HOURS/WEEK** | | | **CREDIT** | | |
| **L** | **P** | **TOTAL** | **L** | **P** | **TOTAL** |
| **BDFD501A** | Design Research and Application V | 3 | - | 3 | 3 | - | 3 |
| **BDFD502A** | Concept Design and Challenges V | 2 | - | 2 | 2 | - | 2 |
| **BDFD503A** | Advanced Material Sciences III | - | 4 | 4 | - | 2 | 2 |
| **BDFD504A** | Digital Tools V | - | 4 | 4 | - | 2 | 2 |
| **BDFD506A** | Visual Studies V | 1 | 4 | 5 | 1 | 2 | 3 |
| **BDFD509A** | Fashion Design III | 1 | 4 | 5 | 1 | 2 | 3 |
| **BDFD510A** | Management &Marketing III | 2 | - | 2 | 2 | - | 2 |
| **BDFD511A** | Technical Studies III | - | 6 | 6 | - | 3 | 3 |
| **BDFD508A** | Yoga, Meditation& Diet | 2 | - | 2 | 2 | - | 2 |
| **TOTAL** |  | **11** | **22** | **33** | **11** | **11** | **22** |

**SEMESTER VI**

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| **PAPER**  **CODE** | **SUBJECT** | **HOURS/WEEK** | | | **CREDIT** | | |
| **L** | **P** | **TOTAL** | **L** | **P** | **TOTAL** |
| **BDFD601A** | Design Research and Application VI | 3 | - | 3 | 3 | - | 3 |
| **BDFD602A** | Concept Design and Challenges VI | 2 | - | 2 | 2 | - | 2 |
| **BDFD603A** | Advanced Material Sciences IV | - | 4 | 4 | - | 2 | 2 |
| **BDFD604A** | Digital Tools VI | - | 4 | 4 | - | 2 | 2 |
| **BDFD606A** | Visual Studies VI | 1 | 4 | 5 | 1 | 2 | 3 |
| **BDFD609A** | Fashion Design IV | 1 | 4 | 5 | 1 | 2 | 3 |
| **BDFD610A** | Management &Marketing IV | 2 | - | 2 | 2 | - | 2 |
| **BDFD611A** | Technical Studies IV | - | 6 | 6 | - | 3 | 3 |
| **BDFD608A** | Yoga, Meditation& Diet | 2 | - | 2 | 2 | - | 2 |
| **TOTAL** |  | **11** | **22** | **33** | **11** | **11** | **22** |

**SEMESTER VII**

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| **PAPER**  **CODE** | **SUBJECT** | **HOURS/WEEK** | | | **CREDIT** | | |
| **L** | **P** | **TOTAL** | **L** | **P** | **TOTAL** |
| **BDFD710A** | Management &Marketing V | 3 | - | 3 | 3 | - | 3 |
| **BDFD709A** | Fashion Design V | - | 12 | 12 |  | 6 | 6 |
| **BDFD708A** | Yoga & Stress Management | 2 | - | 2 | 2 | - | 2 |
| **BDFD604A** | Digital Tools VI |  | 4 | 4 | - | 2 | 2 |
| **TOTAL** |  | **5** | **16** | **21** | **5** | **8** | **13** |

**SEMESTER V111**

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| **PAPER**  **CODE** | **SUBJECT** | **HOURS/WEEK** | | | **CREDIT** | | |
| **L** | **P** | **TOTAL** | **L** | **P** | **TOTAL** |
| **BDFD812A** | FINAL PROJECT WITH A FASHION DESIGNER /LUXURY BRAND |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

**TOTAL CREDITS FOR BATCH 2019-2022**

**TOTAL RELAXATION - NIL**

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| **1ST** | **2ND** | **3RD** | **4TH** | **5TH** | **6TH** | **7TH** | **8TH** | **MINIMUM CREDITS REQUIRED** |
| **23** | **23** | **23** | **23** | **22** | **22** | **13** |  |  |

**B.DES IN FASHION DESIGN**

A graduate of the B.Des Program will have the following attributes-

**PEO-1**

Graduates of the Bachelor of Design will possess comprehensive knowledge and skills through completion of at least one major in a specific discipline; at this point in time, this is specifically denoted as fashion design, although elements of all areas of design are addressed within the “Design 360” element of the degree. Specialisations offered within the degree (referred to in all documentation as a program) ensure that Bachelor of Design graduates have trans disciplinary perspective in design as a broad discipline, and breadth offerings offer graduates new ways of thinking in areas distinct from their major (fashion design).

**PEO-II**

Through learning experience such as site visits, field trips, courses taught by world renowned faculty (academics) and industry-based practitioners, participation in classes with ‘live’ projects and design briefs, and advanced technologies, students will gain depth and breadth of design knowledge. Graduates of the Bachelor of Design will have the skills to enter the workforce directly, or to open their own practice as design professionals.

**PEO-III**

Exposure to a range of disciplines within the Bachelor of Design will ensure students are able to critically reflect upon, and examine different types of knowledge, skills and application in design. They can adapt to rapidly changing environment and are equipped to use new technologies.

**PEO- IV**

Bachelor of Design graduates will be characterised by their creative, flexible and trans disciplinary knowledge and skills, and the application of such through design and designing. Graduates will possess strong written, oral and graphical communication techniques, and will develop practical skills and apply these to problem-solving in 21st century design contexts.

**PEO -V**

Bachelor of Design graduates will be exposed to working independently and collaboratively; they will be adept at finding information for themselves through research and experimental activities; and to use a wide range of technological applications.

**PEO -VI**

Throughout the Bachelor of Design, a strong sense of professional ethics, intellectual integrity and social responsibility will be instilled in students. Graduates will be aware of their responsibilities to shape and manage their professional environments in an ethical, globally minded and sustainable way.

**PROGRAM OUTCOMES (PO’S)**

**PO1:**Possess a coherent breadth and depth in design and discipline-specific knowledge and understanding (Knowledge)

**PO2**: Demonstrate critical thinking and problem-solving skills, as well as critical independent thought and a capacity for lifelong learning (Cognition and critical thinking)

**PO3**: Possess the ability to effectively communicate thoughts and ideas, to develop and present arguments, and to persuade and advocate a position (Communication)

**PO4**: Demonstrate the ability to apply creative and innovative solutions to personal and professional design practice, and academic and professional situations (Design, design business, marketing and management)

**PO5**: Be able to work collaboratively and collegially in groups and teams to identify solutions and implement practical outcomes-(Collaboration)

**PO6 :** Demonstrate awareness of, and a facility for, the application of professional design practice, including design, design business, marketing and management research skills, ethical conduct, personal reflection, and respect for the knowledge, culture, and values of others (Professional integrity and self-awareness)

**PROGRAM SPECIFIC OUTCOME:**

**PSO1**: Apply knowledge and skills with initiative and informed judgment in design and management; planning, problem solving, innovation, and decision-making processes.

**PSO2**: Communicate knowledge, skills, and ideas with clarity and coherence to develop and influence collaborative and cooperative relationships with core stakeholders.

**PSO3**: Apply technical, innovation, and creative skills to manage core design business operations and mitigate risks through critical and innovative thinking and informed judgement in accordance with ethical and professional design management and business practices.

**PSO4**: Apply a broad, coherent and integrated knowledge of design, design business, marketing and management theory and practice in a design entity.

**SEMESTER 1**

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| **PAPER**  **CODE** | **SUBJECT** | **HOURS/WEEK** | | | **CREDIT** | | |
| **L** | **P** | **TOTAL** | **L** | **P** | **TOTAL** |
| **BDFD101A** | Design Research and Application 1 | 3 | - | 3 | 3 | - | 3 |
| **BDFD102A** | Concept Design and Challenges 1 | - | 6 | 6 | - | 3 | 3 |
| **BDFD103A** | Environment and Material Sciences 1 | 3 | - | 3 | 3 | - | 3 |
| **BDFD104A** | Computer and Digital Tools 1 | 1 | 6 | 7 | 1 | 3 | 4 |
| **BDFD105A** | English and Creative Writing 1 | 3 | - | 3 | 3 | - | 3 |
| **BDFD106A** | Visual Studies 1 | - | 8 | 8 | - | 4 | 4 |
| **BDFD107A** | Professional Attitude and Etiquette 1 | 1 | - | 1 | 1 | - | 1 |
| **BDFD108A** | Yoga and Creative Mind 1 | - | 2 | 2 | - | 2 | 2 |
| **TOTAL** |  | **11** | **22** | **33** | **11** | **12** | **23** |

**SYLLABUS OF B.DES FASHION DESIGN**

**SEMESTER -1**

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| **BDFD101A** | **Design Research and Application 1** | **3-0-3 (3)** |

**AIM**

The aim is to enable the students to look back into the history - past civilisations and understanding their culture, apparel, lifestyle etc. To also relate the impact the wars had on fashion. To understand how art and design and fashion are all intertwined and each of them draws from the other. They are not separate units. The idea is that they study the various art movements across the globe and also relate them to other events at the same time and contextualise the current trends with those of the past.

**OBJECTIVES**

* Study the past civilizations that existed in the world.
* Evolution of garments/apparel through the ages.
* Impact of wars on art, design and fashion.
* Art and Design movements across the Globe and impact on fashion.
* Soldier uniforms across nations- similarities and differences.
* Fashion and Uniform – influences
* How history has shaped design and fashion through the ages

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| **UNIT 1** | History of the World – Studying civilizations; impact of war on societies; Study of uniforms; evolution of garments; And Impact of World War on Society, Fashion and Design. Time line of Designers who emerged as heroes during this period.  Soldier Uniforms across nations—the contrast and similarities. Influence of Uniforms in Fashion and garments worn by the civilians |
| **UNIT 2** | History of Fashion; Fashion Terminologies; evolution of fashion; study of designers of different eras. Fabrics and fashion through the ages; evolution of stitched garments. |
| **UNIT 3** | Timeline of Art and Design – Art movements; their impact and relationship with design and fashion; the start of advertising and marketing |
| **UNIT 4** | History of Luxury Brands – factors that influenced them; effect of socio – economic events on brands; Designers and Luxury brands. |
| **UNIT 5** | Understanding the difference between inspiration and copying; exercises to demonstrate how to be inspired but not copy; analysis of copied work. |

**COURSE OUTCOME**

At the end of this course students will:

**CO1**- Understanding the History of the world in terms of Culture; apparel and lifestyle. Evaluating the past with current trends in design and fashion.

**CO2**- Analysing Fashion – Before; during and after the wars. Impact of the two world wars on Fashion across the Globe.

**CO3**- Understanding the various Art movements and relating it to Design and Fashion of that era. Discuss the fundamental role of art and design in society

**CO4**- Understanding Luxury Brands and how they evolved and contextualising them to the current era.

**CO5**- Demonstrate the understanding of being inspired versus plagiarism

**MAPPING COURSE OUTCOMES LEADING TO THE ACHIEVEMENT OF PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Outcome** | **Program Outcomes** | | | | | | **Program Specific Outcomes** | | | |
|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PSO1 | PSO2 | PSO3 | PSO4 |
| CO1 | H |  | M | M |  | H |  |  |  | H |
| C02 | H |  | M |  |  |  | H |  |  |  |
| CO3 | H |  |  |  |  |  |  |  |  | H |
| CO4 | H |  | M |  |  |  |  |  |  | H |
| CO5 |  | H | M |  |  | H |  |  | H |  |

H- Highly Related; M – Medium; L – Low.

**REFERENCE BOOKS:**

The Letters of Vincent van Gogh

The Story of Art, by E.H. Gombrich

The Judgment of Paris: The Revolutionary Decade That Gave the World Impressionism, by Ross King

Art through the Ages, by Helen Gardener

Ways of Seeing, by John Berger

Magna Carta by David Starkey

Queen of Fashion: What Marie Antoinette Wore to the Revolution, by Caroline Weber

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| **BDFD102A** | **Concept Design and Challenges** | **0-6-0 (3)** |

**AIM**

The aim of this module is to introduce the students to the elements and principles of design as well as the rudiments of live sketching. Use form, colour, and a range of materials, tools and techniques (2D and 3D) and including different e-tools, relevant to design development and communication. The students are encouraged to use their creativity to redesign existing objects and to create a new object. Encourage them to look around and understand what good design is; bad design and what can be done to improve design. Make them aware if their surroundings and the vast range of possibilities in terms of materials and tools that can be utilized. This module creates a strong foundation for students to understand design process by relating elements and principles of design for actualization, visualization and presentation.

**OBJECTIVE**

* Understand the Elements and principles of design and the creative process. The Creative process – inspiration; concept; visualization; reflection and recording in the visual diary.
* Sketching – flat sketches and 2 D sketches.Introduction to fashion illustration – basic figure proportion and figure analysis. Flat sketches of garment components and garments.
* Recognising and understanding Street Fashion. Sketching of street fashion and categorising the trends.
* Observing 2D and 3D vision and drawing the same.
* IdentifyingDysfunctional Design in a work uniform.
* Understand Deconstruction and Reconstruction.

|  |  |
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| **UNIT 1** | * Elements of design; Types of lines; Shapes- Geometric and organic; the elements of design are line, shape, space, value, form, texture, Unity/harmony; balance and Colour. Hues/ colour wheel; mediums in art.   These elements are the building blocks, or ingredients, of art. A line is a mark made on a surface |
| **UNIT 2** | Principles of Design – Emphasis; Balance and alignment; Contrast; Repetition; Contrast; Scale and Proportion; Movement and white spaces.  Application and manipulation of Gestalt & POD (form & space, negative & positive space, figure & ground |
| **UNIT 3** | Live Sketching. Tips; tools and techniques and practise exercises. Flat sketches; 2D and 3D sketching.Practicing in College Campus |
| **UNIT 4** | Daily Product Challenges - Redesign daily products; and design accessories. |
| **UNIT 5** | Markets and Museum Visit – Live sketching of figures/products; and spaces. |
| **UNIT 6** | Dysfunctional uniform problem. Identifying design problems and offering solutions for the same in the design. |
| **UNIT 7** | Daily Habit change; developing a visual language; deconstruction and reconstruction of garments. |

**COURSE OUTCOMES (CO)**

At the end of this course students will:

CO1: Understand the principles and elements of design and its application. Understanding colour and the different mediums.

CO 2: Develop the ability to sketch – flat sketches; 2D and 3D techniques as well as across varied products.

CO3: Demonstrate the ability to solve problems through design.

**MAPPING COURSE OUTCOMES LEADING TO THE ACHIEVEMENT OF PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES**

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| **Course Outcome** | **Program Outcomes** | | | | | | **Program Specific Outcomes** | | | |
|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PSO1 | PSO2 | PSO3 | PSO4 |
| CO1 | H | M | L |  | L | L |  |  |  | H |
| C02 | H |  | M |  |  | H |  |  |  | H |
| CO3 |  | H | H |  |  |  | H |  | M |  |

H= Highly Related; M=Medium; L= Low

**REFERENCE BOOKS**

Sketching People: Life Drawing Basics, by Jeff Mellem

Keys to Drawing by Bert Dodson

Universal Principles of Design, by William Lidwell, Kritina Holden, Jill Butler

Designing for growth, by Jeanne Liedtke

Change by Design, by Tim Brown

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| **BDFD103A** | **ENVIRONMENT AND MATERIAL SCIENCE** | **3-0-3(3)** |

**AIM**

The aim of the course is to sensitise the students to the environment in which we live and the natural resources that are available and which are fast depleting. It is essential that they understand the Biodiversity and Conservation; as well as how we can reduce the pollution levels in the air we are all breathing. Students need to understand sustainability as well as sustainable practices that we all need to adopt in order to be conscious citizens of this world. They also need to see the importance of water conservation and the effect global warming is having on our planet.

**OBJECTIVE**

* Understanding and Application of Basic Ecology and Ecological Systems with reference to building and the environment.
* To Understand the Multidisciplinary nature of environmental studies.
* To Understand the Ecosystems, Concepts, Structure, Functions and their Types.
* To Understand theSocial issues, Environment, Laws and Sustainability.

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| **UNIT 1** | Introduction and Natural Resources: Multidisciplinary nature and public awareness, Renewable and nonrenewal resources and associated problems, Forest resources, Water resources, Mineral resources, Food resources, Energy resources, Land resources, Conservation of natural resources and human role. |
| **UNIT 2** | Ecosystems: Concept, Structure and function, Producers composers and decomposers, Energy flow, Ecological succession, Food chains webs and ecological pyramids, Characteristics structures and functions of ecosystems such as Forest, Grassland, Desert, Aquatic ecosystems. |
| **UNIT 3** | Biodiversity and Conservation: Definition, Genetic, Species, and Ecosystem diversity, Bio-geographical classification of India, Value of biodiversity at global, national, local levels, India as a mega diversity nation, Hot sports of biodiversity, Threats to biodiversity, Endangered and endemic species of India, In-situ and ex-situ conservation of biodiversity. |
| **UNIT 4** | Environmental Pollution- Definition, Causes, effects and control of air pollution, water pollution, soil pollution, marine pollution, noise pollution, thermal pollution, nuclear hazards, human role in prevention of pollution, Solid waste management, Disaster management, floods, earthquake, cyclone and landslides. |
| **UNIT 5** | Social issues and Environment- Unsustainable to sustainable development, Urban problems related to energy, Water conservation and watershed management, Resettlement and re-habitation, Ethics, Climate change, Global warming, Acid rain, Ozone layer depletion, Nuclear accidents, holocaust, Waste land reclamation, Consumerism and waste products, Environment protection act, Wildlife protection act, Forest conservation act, Environmental issues in legislation, population explosion and family welfare program, Environment and human health, HIV, Women and child welfare, Role of information technology in environment and human health. |

**COURSE OUTCOME (CO):**

At the end of this course students will have:

CO1: An ability to understand the transnational character of environmental problems and ways of addressing them, including interactions across local to global scales.

CO2: An ability to understand key concepts from economic, political, and social analysis as they pertain to the design and evaluation of environmental policies and institutions.

CO3: An ability to apply systems concepts and methodologies to analyse and understand interactions between social and environmental processes.

CO4: An ability to understand the Environmental awareness, Environmental education in present day context.

**MAPPING COURSE OUTCOMES LEADING TO THE ACHIEVEMENT OF PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES:**

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| **Course Outcome** | **Program Outcome** | | | | | | **Program Specific Outcome** | | | |
|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PSO1 | PSO2 | PSO3 | PS04 |
| CO1 |  | M |  |  |  | H | H |  |  | M |
| CO2 |  |  | M |  | L | H | H |  |  | M |
| CO3 |  |  |  | M |  |  |  | H |  |  |
| CO4 |  | M |  |  | L | H | M |  | H |  |

**REFERENCE BOOKS**

* Silent Spring, Rachel Carson
* Elements of Ecology, Robert Leo Smith
* Collapse: How Societies Choose to Fail or Succeed, by Jared Diamond
* The Sixth Extinction: An Unnatural History, by Elizabeth Kolbert
* This Changes Everything: Capitalism vs. The Climate, by Naomi Klein
* Uncommon Ground: Rethinking the Human Place in Nature, by William Cronon

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| **BDFD104A** | **COMPUTER AND DIGITAL TOOLS 1** | **1-6-7(4)** |

**AIM**

This course aims at familiarising the students with the computer tools. They will be taught the basics as well as special design software that can help them work on the projects and presentations. They will also learn to use online platforms and E learning tools that can be of help to them during their assignments and submissions.

**OBJECTIVE**

* Students should demonstrate proficiency in the use of the latest Design software they are taught.
* Exhibit a high level of knowledge when it comes to E- learning – platforms and software.
* Be proficient in making presentations as well as project work using the tools/ software taught.

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| **UNIT 1** | Basics of Computer – how it works; introduction to the basic tools; and introduction to the design software – Illustrator and Photoshop and In Design.Introduction: MS Office Utility and Application in projects  Using iWork on iOS. Benefits and Utility  Basics of Print technology and pre-press tips |
| **UNIT 2** | Drawing basic silhouettes; apparel and other products. Tracing them initially and then drawing them |
| **UNIT 3** | Using Photoshop to Edit ready images – playing with available images and changing their shapes/colour/form etc. Getting used to the tool. Image manipulation. **Adobe Photoshop / Illustrator:**  -Exploring digital drawing tools.  -Exploring basic digital tools for photo editing (Retouching Images)  -Transformation of images and forms using digital tools  -Working with Filters |
| **UNIT 4** | World of Online tools, applications and the platform for working collaboratively for group assignments and also for submitting assignments online. Image manipulation and Art tools  Productivity & Sharing tools Collaborative & Management tools |
| **UNIT 5** | Collaboration Exercises  Team exercises from basic to professional apps |

**COURSE OUTCOMES (CO)**

At the end of this course students will have:

**CO1 –** Exhibit proficiency in using the basic computer tools.

**CO2**- Demonstrate your knowledge of Photoshop and Illustrator.

**CO3** – Identify the software that is available online for E Learning; for presentations and for submissions.

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| **Course Outcome** | **Program Outcomes** | | | | | | **Program Specific Outcomes** | | | |
|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PSO1 | PSO2 | PSO3 | PSO4 |
| CO1 | H | L |  |  |  | M |  | H |  |  |
| C02 | H |  |  |  |  | M |  | H |  |  |
| CO3 | H |  |  |  |  | L |  | H |  |  |

**MAPPING COURSE OUTCOMES LEADING TO THE ACHIEVEMENT OF PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES**

**REFERENCE BOOKS**

* The Word Processing Book, by Peter McWilliams
* The 5 Dysfunctions of a Team: A Leadership Fable, *by Patrick Lencioni*
* Making Things Happen: Mastering Project Management*, by Scott Berkun*
* Outliers: The Story of Success by Malcolm Gladwell

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| **BDFD105A** | **ENGLISH AND CREATIVE WRITING** | **3-0-3(3)** |

**AIM**

The aim of this course is to teach students Creative writing. It is important for the Design Students to understand the importance of good communication skills and to address the target audience in a manner that is understood by them. Fashion Communication is an integral component for a designer. Not just written but also visual communication. They should also be good fashion and design critiques.

**OBJECTIVES**

Students should demonstrate the ability to write and communicate effectively to the target audience.

They should be able to write: essays; critiques; blogs; be able to design a magazine and write content for it.

Should be able to present their work and themselves through a narrative.

Should develop the habit of reflecting on their work and reflective writing.

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| UNIT 1 | Importance of Creative Writing in Design. Introduction to writing as a communication tool. Role of editing in writing. |
| UNIT 2 | Process of Writing and Tools. Framing ideas; tone of writing; improving grammar and develop creative writing skills. Essay writing |
| UNIT 3 | Writing for Media. Writing for magazines; blogs; and design critiquing. Media purpose and different styles of writing. Designing a magazine and the content. |
| UNIT 4 | Storytelling in Presentation Design.  Engaging with the audience with words.  Narrative writing; Reflective writing.How to keep ideas crisp.Oration Skills: Narrating ideas/concepts with compelling flow and connection |

**COURSE OUTCOMES (CO)**

CO 1: Demonstrate the ability to communicate effectively through essays; blogs and narratives.

CO 2: Exhibit proficiency in Critiquing – fashion shows; artists work; designers work; installations etc.

CO 3: Build story boards and narrations. Tell a story.

CO 4: Demonstrate the art of Reflective Writing.

**MAPPING COURSE OUTCOMES LEADING TO THE ACHIEVEMENT OF PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES**

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| **Course Outcome** | **Program Outcomes** | | | | | | **Program Specific Outcomes** | | | |
|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PSO1 | PSO2 | PSO3 | PSO4 |
| CO1 | M |  | H |  |  |  |  | H | M |  |
| C02 | M |  | H |  | L |  |  |  | H |  |
| CO3 | H |  |  |  |  | M |  | H |  | M |
| C04 | M | H |  |  |  |  |  | H |  |  |

**REFERENCE BOOKS**

* Elements of Style by E.B. White
* On Writing Well, by William Zinsser

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| **BDFD106A** | **VISUAL STUDIES** | **0-8-8(4)** |

**AIM**

This course will help students to develop a fluency in sketching and rendering techniques. The students will be exposed to drawing human figures as well as to drawing objects. They will understand proportion and composition. This course will also introduce them to art and photography; the role light plays in movies and photographs. The emphasis of this course is on learning basic practical skills and developing ideas. Students will learn to translate concepts into creative solutions. Principles and elements of applied design along with techniques, materials and forms will be introduced.

**OBJECTIVES**

* To develop skills in sketching and rendering techniques for both figures as well as objects.
* To understand art and drawing techniques.
* To understand photography and the effect of light to also understand the working of cameras; movies and still photography.
* To visually document the design process and also digitize sketches and image manipulation.

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| UNIT 1 | Drawing Basics- introduction to tools; techniques and understanding proportion and composition; antique object drawing and theory of colour and application. |
| UNIT 2 | Inspired Exercises – Introduction to abstract art; advanced drawing techniques; advanced Silhouette drawing; interpretation movies and other art forms. |
| UNIT 3 | Lettering and Image Manipulation;  Drawing letters; Calligraphy; size variation and shadows.  Digitizing sketches and image manipulation and inspired exercises. |
| UNIT 4 | Introduction to Fashion Croquis- Drawing Croquis; and inspired exercises. |
| UNIT 5 | Introduction to PhotographyTypes of Cameras, purpose and functions  Basic light and shadow study (stills and motion films)  Design process documentation  Shooting outdoor  Introduction to DSLR |

**COURSE OUTCOMES (CO)**

CO1: To develop a Design and Visual Folio – all the 2D and 3D drawings.

CO2: Reflective Diary: Day-to-day visual and textual recording of the individual’s experience of design learning including reflections on the progression of design understanding and awareness. The Reflective diary is an individual’s expression and may be maintained in an informal spirit; the size and format for the same can therefore be the choice of individual student.

CO3: Demonstrate the use of the Camera through photographs and movies.

CO 4: Digitization of sketches and manipulation of images.

**MAPPING COURSE OUTCOMES LEADING TO THE ACHIEVEMENT OF PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES**

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| **Course Outcome** | **Program Outcomes** | | | | | | **Program Specific Outcomes** | | | |
|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PSO1 | PSO2 | PSO3 | PSO4 |
| CO1 | H | L |  |  |  | M |  | H | M |  |
| C02 |  | H | M |  |  |  |  | H | M |  |
| CO3 |  |  | H |  | L |  |  |  | H |  |
| C04 | M |  | H |  |  |  | M |  | H |  |

**REFERENCE BOOKS:**

* Colour and Light: A Guide for the Realist Painter, by James Gurney
* Figure Drawing for All It's Worth (How to draw and paint), by Andrew Loomis
* How to Draw What You See, by Rudy De Reyna
* Craft-a-Doodle: 75 Creative Exercises from 18 Artists, by Jenny Doh
* Style School: Illustration and Instruction, Volume 1, by Chris Warner
* Fundamentals of Photo Composition, by Paul R. Comon
* The Photographer's Eye: Composition and Design for Better Digital Photos, by Michael Freeman
* Focus: Found Faces: Your World, Your Images, by Lark Books
* Digital Masters: Nature Photography: Documenting the Wild World, by Ralph Lee Hopkins
* Understanding Exposure, 3rd Edition: How to Shoot Great Photographs with Any Camera, by Bryan Peterson
* Understanding Comics: The Invisible Art, Scott McClou
* The Art of Hand Lettering by Helm Wotzkow
* Hand Lettering Ledger by Mary Kate McDevitt
* Drawing Type: An Introduction to Illustrating Letterforms by Alex Fowkes
* Lettering and Alphabets by J. Albert Cavanagh
* Beginner's Guide to Digital Painting in Photoshop, by Nykolai Aleksander, Richard Tilbury, 3DTotal Team

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| **BDFD107A** | **PROFESSIONAL ATTITUDE AND ETIQUETTES** | **1-0-1(1)** |

**AIM**

The main aim of this course is to teach the students soft skills that will stand them in good stead when they join the work force. It is important they develop good work ethics and attitude. Interpersonal skills and social skills are extremely important while dealing with people. The right body language, non –verbal communication as well as verbal communication with colleagues/Juniors/seniors determines the working relationship one shares at the workplace. Interaction within to internal customers and without to external customers are equally important.

**OBJECTIVES**

* To inculcate in the students the right attitude – like punctuality; time management; resource management and manners.
* To make them aware and understand the importance of soft skills which are as essential as professional skills in order to make one successful in life.

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| UNIT 1 | Work Attitude and its importance.  Learning by example: Successful people and their stories of work attitude |
| UNIT 2 | Interpersonal Skills  Importance of interpersonal and social skills in current times  Body language and non-verbal communication  Politeness: Etiquettes in professional and formal virtual places  How to approach people for the first time |
| UNIT 3 | Time Management  How to win over time?  Planning and tracking results  Learning by example |
| UNIT 4 | Handling Customers & Negotiation Skills  How to interact and handle customers well  How to negotiate for sourcing materials |

**COURSE OUTCOMES (CO)**

CO1: To develop and demonstrate the right work attitude and interpersonal and social skills.

CO 2: To demonstrate how to interact with external customers and develop negotiation skills.

**MAPPING COURSE OUTCOMES LEADING TO THE ACHIEVEMENT OF PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES**

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| **Course Outcome** | **Program Outcomes** | | | | | | **Program Specific Outcomes** | | | |
|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PSO1 | PSO2 | PSO3 | PSO4 |
| CO1 | L |  |  |  | M | H | L | M | H |  |
| C02 | L |  | M |  |  | H |  | M | H |  |

**REFERENCE BOOKS**

You Can Beat Procrastination: You Just Don’t Know It…YET!By Michael Finlayson

Eat That Frog! 21 Great Ways to Stop Procrastinating and Get More Done in Less Time, by Brian Tracy

The 4-Hour Work Week: Escape the 9-5, Live Anywhere and Join the New Rich, by Timothy Ferriss

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| **BDFD108A** | **YOGA AND THE CREATIVE MIND** | **0-2-2(2)** |

**AIM**

The aim of this course is to introduce our students to the age-old practice of yoga and its many health benefits. A healthy body and healthy mind is what this course aims at delivering. We call it Gurukul Well Being. It is very important for our students to learn ways of distressing and relaxing as that will enhance their happiness.

**OBJECTIVES**

The main objectives are to teach the students to realise the importance of Breathing through exercises in Pranayama. Teach them how to lead a healthy lifestyle by practising yogic asanas and by meditation; which is beneficial for health as well as concentration. Yoga also improves our posture and positivity quotient increases.

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| UNIT 1 | Posture & Breathing Basics  Morning Yoga  Posture while working |
| UNIT 2 | Good Daily Routine  Body’s influence on the mind and creativity  Maintaining the body clock |
| UNIT 3 | Learning Empathy  What is Empathy? How to be empathetic?  Influence of empathy in design: User interviews and Analysis |
| UNIT 4 | Self-reflection and making notes to see good and bad patterns |

**COURSE OUTCOMES (CO)**

CO1 – Practice Pranayama and yoga as a daily habit.

CO2 - Develop Empathy and be positive and spread positivity.

**MAPPING COURSE OUTCOMES LEADING TO THE ACHIEVEMENT OF PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES**

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| **Course Outcome** | **Program Outcomes** | | | | | | **Program Specific Outcomes** | | | |
|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PSO1 | PSO2 | PSO3 | PSO4 |
| CO1 |  | M |  |  |  | H |  | M |  |  |
| C02 |  |  |  | M |  | H |  | H |  |  |

**REFERENCE BOOKS**

Bringing Yoga to Life, by Donna Farhi

Light on Pranayama, by B.K.S. Iyengar

Yoga the Spirit and Practice of Moving Into Stillness, by Eric Schiffmann

**SEMESTER II**

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| **PAPER**  **CODE** | **SUBJECT** | **HOURS/WEEK** | | | **CREDIT** | | |
| **L** | **P** | **TOTAL** | **L** | **P** | **TOTAL** |
| **BDFD201A** | Design Research and Application II | 3 | - | 3 | 3 | - | 3 |
| **BDFD202A** | Concept Design and Challenges II | 3 | - | 3 | 3 | - | 3 |
| **BDFD203A** | Environment and Material Sciences II | - | 6 | 6 | - | 3 | 3 |
| **BDFD204A** | Computer and Digital Tools II | 1 | 6 | 7 | 1 | 3 | 4 |
| **BDFD205A** | English and Creative Writing II | 3 | - | 3 | 3 | - | 3 |
| **BDFD206A** | Visual Studies II | - | 8 | 8 | - | 4 | 4 |
| **BDFD207A** | Professional Attitude and Etiquette II | 1 | - | 1 | 1 | - | 1 |
| **BDFD208A** | Yoga and Creative Mind II | - | 2 | 2 | - | 2 | 2 |
| **FINAL** |  | **11** | **22** | **33** | **11** | **12** | **23** |

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| **BDFD201A** | **DESIGN RESEARCH AND APPLICATION II** | **3-0-3(3)** |

**AIM**

The aim of this course is to introduce the students to the different ways to do Design Research. The various tools that can be used and the importance of Research in Design. Analysing the development of Design through ancient Civilizations through their art; artefacts; pottery; architecture; clothes etc. Comparing their cultures and the influence it had on art and design at that time and on clothing. Interpreting contemporary silhouettes with those of the past; and contextualising them with the current socio economic climate. The role of art and design in Modern society to understand the relationship between Art, Craft & Design: Through impact of industrial revolution and war on the creative expressions and the Role of Design Revolutions.

**OBJECTIVES**

The main objective of the course is to make the students understand the importance and relevance of the past on current fashion and clothing. To reinforce the effect of art and design on the evolution of fashion through the ages. To be able to contextualize the past with contemporary shapes and silhouettes. Understand how the wars impacted creative expressions.

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| UNIT 1 | Impact of Industrial Revolution and the war on Creative Expressions – Realism; Impressionism; Post Impressionism; Fauvism and Cubism and Expressionism. |
| UNIT 2 | Early Schools of Design like Bauhaus and their impact on generations of designers and artists. Dadaism; Surrealism; and the impact on modern day typography. |
| UNIT 3 | Inspired Exercises – Research the silhouettes of the past and develop contemporary silhouettes taking inspiration from them. |
| UNIT 4 | Impact of Good VS Bad Design  Tracing the History of Fashion and Design, identifying what Ideas worked and what did not. Analyse reasons for failure of a design.  Research any one Designer whose work really inspires you and build a visual representation of their work and also do a Critique. |
| UNIT 5 | Research and Critique an Artist – Vincent Van Gogh; Pablo Picasso; Paul Gauguin; Salvador Dali; Paul Cezanne; Leonardo Da Vinci; Andy Warhol; Michelangelo and Rembrandt. |
| UNIT 6 | Case Study of a Luxury Brand  Team Exercise: Study the making of different luxury brands |

**COURSE OUTCOMES (CO)**

CO1: Understanding Art and Artists and the impact on Design.

CO2: Developing an understanding of the Revolutions and its impact on the art and design movement.

CO3: Influence of the past on contemporary fashion and silhouettes.

CO4: How these movements have effected Typography of today.

**MAPPING COURSE OUTCOMES LEADING TO THE ACHIEVEMENT OF PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES**

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| **Course Outcome** | **Program Outcomes** | | | | | | **Program Specific Outcomes** | | | |
|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PSO1 | PSO2 | PSO3 | PSO4 |
| CO1 | H |  | M |  |  |  | H |  |  |  |
| C02 | H | M |  |  |  |  | H |  |  |  |
| CO3 |  |  |  |  |  | H |  |  |  | H |
| CO4 | H |  |  |  |  |  |  |  | H |  |

**REFERENCE BOOKS**

The Letters of Vincent van Gogh

The Story of Art, by E.H. Gombrich

The Judgment of Paris: The Revolutionary Decade That Gave the World Impressionism, by Ross King

Art Through the Ages, by Helen Gardener

Ways of Seeing, by John Berger

Magna Carta by David Starkey

Queen of Fashion: What Marie Antoinette Wore to the Revolution, by Caroline Weber

Street Style: An Ethnography of Fashion Blogging, by Brent Luvaas

Fashion Classics from Carlyle to Barthes, by Michael Carter

Paris Fashion: A Cultural History, by Valarie Steele

Fashion Cultures Revisited: Theories, Explorations and Analysis, by Stella Bruzzi

Fashion-ology: An Introduction to Fashion Studies, by Yuniya Kawamura

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| **BDFD202A** | **CONCEPT DESIGN AND CHALLENGES II** | **3-0-3 (3)** |

**AIMS**

The aim of the course is to study Lifestyle of the youth of today and identify problems associated with their food and other habits. Studying the Luxury brands and the customers. To understand how the premium brands operate and the consumer psyche. It is to reinforce in the students the importance of understanding the consumer. The Students will also experience fashion shows; to understand that Design works hand in hand across disciplines.

**OBJECTIVES**

* To make the student study Premium Brands like Prada’ Gucci Louis Vuitton; Sabyasachi; Raghavendra Rathore and Manish Arora so that they can understand how these brands operate and who their consumers are.
* To visit a Fashion Show and understand what goes on behind the scenes as much as what goes on in the show itself.
* To work on a project; it could be to create a retail space; improve some building or institution by Design; Create a space that they feel will invite footfalls

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| UNIT 1 | Lifestyle Design  Identifying Problems with Food Habits of the Millennia. What is wrong, How to correct it and compare it to personal habits. |
| UNIT 2 | Mall & Luxury Store Visits  Mapping customer journey of visitors to a luxury store.  How are they engaged and shown detail of the work?  Why they should be paying a certain premium for the brand? |
| UNIT 3 | Good VS Bad on the Ramp  Visit and Analysis of a Runway Show (Fall-winter) |
| UNIT 4 | Create an Experience  Students will create a customer experience of their choice.  A concept about why someone should visit their space, what does it stand for and why did they choose to make a space like that? |
| UNIT 5 | Project – Improve Your School (System Design)  An exercise for students to evaluate their life at Gurukul critically. They will be asked to make a case for one thing they want to improve at the campus, why and feasibility of executing the idea.  Best projects from the batch will be implemented after student voting and passed by the school management. |

**COURSE OUTCOMES (CO)**

CO1: Identifying a Premium Brand/ Luxury Brand and studying the brand from the perspective of product; price; marketing and location. Studying the consumer of the brand to understand their Psyche and what draws them to the particular brand.

CO2: Re- designing a Product – Could be Fashion or Lifestyle Product that already exist and giving logical reasons for doing so. Analysing what is wrong with the current product and what is right with the new one.

CO3: System Design - Improve a school building or create a new space that would attract people.

CO4: Do a Critique of a Fashion Show. Pick any Designer and do a complete critique of their work with what is good and what needs improvement.

**MAPPING COURSE OUTCOMES LEADING TO THE ACHIEVEMENT OF PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES**

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| **Course Outcome** | **Program Outcomes** | | | | | | **Program Specific Outcomes** | | | |
|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PSO1 | PSO2 | PSO3 | PSO4 |
| CO1 | H |  |  |  |  |  | H |  | M |  |
| C02 | H | M |  |  |  |  | H |  |  |  |
| CO3 | H |  | H |  |  |  |  |  | H |  |
| CO4 | H | M |  |  |  | L |  |  |  | H |

**REFERENCE BOOKS**

Sketching People: Life Drawing Basics, by Jeff Mellem

Keys to Drawing by Bert Dodson

Universal Principles of Design, by William Lidwell, Kritina Holden, Jill Butler

Designing for growth, by Jeanne Liedtke

Change by Design, by Tim Brown

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| **BDFD203A** | **MATERIAL SCIENCE** | **0-6-6 (3)** |

**AIM**

The aim is to let students explore and experiment with different materials develop new products. The course aims at teaching them about available materials and Technological advancements in fabrics etc. The idea is to let them touch; feel and work with differentiated surfaces.

**OBJECTIVES**

* To expand the knowledge of material that is around us and to sensitise the students to them.
* To let them deconstruct products; and then reconstruct them.
* The main objective is for them to use this time to explore available resources around them.

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| UNIT 1 | Advanced Exploration Exercises  Tessellations & Patterns  Understanding Geometric -constructions  Exploring 2D & 3D structures using linear and planar materials. |
| UNIT 2 | Materials Study of Products/Gadgets- Exercises  Commonly used materials to build products around us  Dissecting Cosmetic/Aesthetic layer of Products  Deconstruction and Reconstruction of Products that are either lifestyle /Fashion |
| UNIT 3 | Technology in Textiles  Innovation in Materials and application in Fashion and Lifestyle products  Technology used in Fabrics to modify function, strength or purpose. How colour and motifs are woven/printed on fabrics and the new breakthroughs in blended fabrics. |
| UNIT 4 | Exercise: Introduction to Product Concept Design  Creating a new product concept with a material it is not found in before. A concept to introduce the same in the market along with packaging and branding. |
| UNIT 5 | Project – Installation design  An installation design project based on a concept close to their heart. From fashion to lifestyle to a message they want to give to the world. The project should use all/some of the materials explored in Year 1. |

**COURSE OUTCOMES (CO)**

CO1: To demonstrate the skill to manipulate materials and design products with them.

CO2: To Deconstruct and then Reconstruct a product using the given material.

CO3: Develop the complete packaging; logo; branding for a product that is designed.

CO3: Doing an Installation with a message – using the materials explored in the year.

**MAPPING COURSE OUTCOMES LEADING TO THE ACHIEVEMENT OF PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Outcome** | **Program Outcomes** | | | | | | **Program Specific Outcomes** | | | |
|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PSO1 | PSO2 | PSO3 | PSO4 |
| CO1 | H |  |  |  |  |  |  | M |  | H |
| C02 | H |  |  |  |  |  |  |  | M | H |
| CO3 | H |  |  | M |  |  |  |  | H |  |
| CO4 |  |  |  | H |  |  |  |  | H |  |

**REFERENCE BOOKS**

Silent Spring, Rachel Carson

Elements of Ecology, Robert Leo Smith

Collapse: How Societies Choose to Fail or Succeed, by Jared Diamond

The Sixth Extinction: An Unnatural History, by Elizabeth Kolbert

This Changes Everything: Capitalism vs. The Climate, by Naomi Klein

Uncommon Ground: Rethinking the Human Place in Nature, by William Cronon

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| **BDFD204A** | **COMPUTER AND DIGITAL TOOLS II** | **1-6-7(4)** |

**AIM**

The aim of the course is to further familiarise the students with software applications that can be used in Design. They will work with new tools and platforms and interfaces as well as digital tools. 2D to 3D. 3D design packages like Sketch up; Rhino in order to design spaces.

**OBJECTIVES**

* To use Technology and design to speed up the process.
* Computer skills and knowledge to make animation and video presentations.

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| UNIT 1 | Project Management Tools  Practice using PM tools for their classroom project and document the results |
| UNIT 2 | Working with Automations in Digital Applications  Working with different file formats relevant to various digital platforms and interfaces.  Exploring digital tools for animation and video presentations (Movie Maker) |
| UNIT 3 | Introduction to 3 D design packages like Rhino; Sketch Up etc. as a tool so that the students can design retail spaces etc. |
| UNIT 4 | Inter-module Exercises  Team Project to collaborate online |

**COURSE OUTCOMES (CO)**

CO1: Exhibit the knowledge of using a Project Management Tool by doing a Classroom project using it.

CO2: Demonstrate the use of the digital tools by making an animated film or a movie.

CO3: Using the 3 D software package design a retail space/ School/ Store/ Futuristic Bus shelter.

CO4: Maintain a Digital Folio of all work done in 2D and 3D

CO5: Online Project using platforms that allow for collaborative work.

**MAPPING COURSE OUTCOMES LEADING TO THE ACHIEVEMENT OF PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES**

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| **Course Outcome** | **Program Outcomes** | | | | | | **Program Specific Outcomes** | | | |
|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PSO1 | PSO2 | PSO3 | PSO4 |
| CO1 |  | M | H |  |  |  | H |  |  |  |
| C02 |  | M | H |  |  |  |  |  | H |  |
| CO3 |  | M | H |  |  |  |  |  | H |  |
| CO4 | M |  | H |  |  |  |  | M |  | H |

**REFERENCE BOOKS**

The 5 Dysfunctions of a Team: A Leadership Fable, *by Patrick Lencioni*

Making Things Happen: Mastering Project Management*, by Scott Berkun*

Outliers: The Story of Success by Malcolm Gladwell

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| **BDFD205A** | **ENGLISH AND CREATIVE WRITING II** | **3-0-3(3)** |

**AIM**

This course aims at enabling students to write for a wide range of purpose - white paper; websites; etc. The students will develop the art of reflecting writing – they will learn to reflect upon their work and the progression of design understanding and awareness. The outcome of this course is to enable to students to be able to articulate their thoughts with absolute clarity and conviction.

**OBJECTIVES**

* Be able to articulate matter for websites; white paper etc.
* Learn Fashion Vocabulary.

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| UNIT 1 | Range of Writing  Research and Writing concept Notes, Essays and White papers  Develop art of reflective writing and maintain a Journal on the progression of design understanding and awareness. |
| UNIT 2 | Writing Speeches & Public Speaking Skills  Art of Public speaking and its impact  Public speaking etiquettes  How to engage different audiences |
| UNIT 3 | Project 1 – Write your personal story in 3 different formats  Project 2 – Organize a Gurukul talk show to present personal stories  Team Project 3 – Document your process and design a toolkit to use for future media and communication assignments |
| UNIT 4 | Introduction to Fashion Vocabulary  Writing for Fashion Magazines; websites; and papers. |
| UNIT 5 | Understanding Readers or Audience  Mapping audience behaviour and response to different types of content  Case Study: Mapping customer journeys of 5 luxury fashion brands  Analysis of the map with key decision making points |

**COURSE OUTCOMES (CO)**

CO1: Demonstrate ability to communicate effectively through essays; blogs and narratives.

CO2: To demonstrate the different writing techniques in writing – Personal Story; design a Talk Show; write for a Magazine.

CO3: To exhibit proficiency in Contextual Research and Literature through writing a White Paper.

**MAPPING COURSE OUTCOMES LEADING TO THE ACHIEVEMENT OF PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES**

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| **Course Outcome** | **Program Outcomes** | | | | | | **Program Specific Outcomes** | | | |
|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PSO1 | PSO2 | PSO3 | PSO4 |
| CO1 | M |  | H |  |  |  |  | H | M |  |
| C02 | M |  | H |  | L |  |  |  | H |  |
| CO3 | H |  |  |  |  | M |  | H |  | M |

**REFERENCE BOOKS**

Elements of Style by E.B. White

On Writing Well, by William Zinsser

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| **BDFD206A** | **VISUAL STUDIES II** | **0-8-8(4)** |

**AIMS**

The aim of this course is to enable the students to draw Croquis with more ease and expertise. To understand form and space through transformation/human figures and visual textures. To teach them photo – editing techniques; how to do a shoot.

**OBJECTIVES**

* To enable the students do their own photo - shoot and editing.
* To be able to digitise; curate; and illustrate.

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| UNIT 1 | Fashion Croquis Exercises  Form and Proportion  Thematic Interpretation  Inspired Exercises |
| UNIT 2 | Photo-editing techniques and Aesthetics  Art shoot of Material Explorations  Digitizing previous work and enhancing it  Making final product using Illustrations (Poster to invites, concept notes to books) |
| UNIT 3 | Studio and Indoor Photo-shoot  Introduction to Equipment  Advanced Techniques  Studio and Indoor Shooting techniques |
| UNIT 4 | Self-Critique  Curate your own photography & Illustration work as a Collection |
| UNIT 5 | Inter-module Exercises  Visual Interpretations from other subjects to connect ideas and curate them as a series |

**COURSE OUTCOMES (CO)**

CO1: Using Digitisation design and create a poster; concept note; books.

CO2: Curate the photography and illustration work and build a collection.

CO3: Curate work from different subjects and connect ideas.

**MAPPING COURSE OUTCOMES LEADING TO THE ACHIEVEMENT OF PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES**

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| **Course Outcome** | **Program Outcomes** | | | | | | **Program Specific Outcomes** | | | |
|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PSO1 | PSO2 | PSO3 | PSO4 |
| CO1 | H | L |  |  |  | M |  | H | M |  |
| C02 |  | H | M |  |  |  |  | H | M |  |
| CO3 |  |  | H |  | L |  |  |  | H |  |

REFERENCE BOOKS

Colour and Light: A Guide for the Realist Painter, by James Gurney

Figure Drawing for All It's Worth (How to draw and paint), by Andrew Loomis

How to Draw What You See, by Rudy De Reyna

Craft-a-Doodle: 75 Creative Exercises from 18 Artists, by Jenny Doh

Style School: Illustration and Instruction, Volume 1, by Chris Warner

Fundamentals of Photo Composition, by Paul R. Comon

The Photographer's Eye: Composition and Design for Better Digital Photos, by Michael Freeman

Focus: Found Faces: Your World, Your Images, by Lark Books

Digital Masters: Nature Photography: Documenting the Wild World, by Ralph Lee Hopkins

Understanding Exposure, 3rd Edition: How to Shoot Great Photographs with Any Camera, by Bryan Peterson

Understanding Comics: The Invisible Art, Scott McCloud

Reinventing Comics: How Imagination and Technology Are Revolutionizing an Art Form, by Scott McCloud

The Art of Hand Lettering by Helm Wotzkow

Hand Lettering Ledger by Mary Kate McDevitt

Drawing Type: An Introduction to Illustrating Letterforms by Alex Fowkes

Lettering and Alphabets by J. Albert Cavanagh

Beginner's Guide to Digital Painting in Photoshop, by Nykolai Aleksander, Richard Tilbury, 3DTotal Team

Photoshop Elements 15 Tips Tricks & Shortcuts in Easy Steps-In Easy Steps, by Nick Vandome

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| **BDFD207A** | **PROFESSIONAL ATTITUDE & ETIQUETTE II** | **1-0-1(1)** |

**AIMS**

It is important to be able to manage time well in order to be a successful professional. Personal Grooming and etiquette are as important managing work.

**OBJECTIVES**

* To be able to set goals that are both personal and professional.
* To impart the importance of being well presented.

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| UNIT 1 | Managing Goals with Time  Mapping your own pace and setting goals  How to set goals and act on them |
| UNIT 2 | Organizational VS Personal Goals  The difference between personal and professional goals  How to bring work-life balance |
| UNIT 3 | Reading Exercises  Developing reading habits |
| UNIT 4 | Personal Grooming  Dining Etiquettes  Appropriate dress codes for various occasions |
| UNIT 5 | Project  Plan a formal social with a sophisticated party. (can be clubbed with the Gurukul Talk or a related exhibit from another module) |

**COURSE OUTCOMES (CO)**

CO1: The students should be able to map- out their Goals – Professional and Organisational.

CO2: Organise a Gurukul Talk or an Exhibition.

**MAPPING COURSE OUTCOMES LEADING TO THE ACHIEVEMENT OF PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES**

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| **Course Outcome** | **Program Outcomes** | | | | | | **Program Specific Outcomes** | | | |
|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PSO1 | PSO2 | PSO3 | PSO4 |
| CO1 |  |  |  |  | M | H | L | M | H |  |
| C02 | L |  | M |  |  | H |  | M | H |  |
| CO3 | L |  |  |  | M | H |  | M | H |  |

**REFERENCE BOOKS**

You Can Beat Procrastination: You Just Don’t Know It…YET!, by Michael Finlayson

Eat That Frog! 21 Great Ways to Stop Procrastinating and Get More Done in Less Time, by Brian Tracy

The 4-Hour Work Week: Escape the 9-5, Live Anywhere and Join the New Rich, by Timothy Ferriss

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| **BDFD208A** | **YOGA & THE CREATIVE MIND II** | **0-2-2(2)** |

**AIM**

The aim of the course is to continue Yoga learnt in the first Semester. Benefits of yoga are countless and it positively affect you both physically and mentally and creates perfect harmony between your mind, body and spirit. There is no doubt that Yoga is very beneficial for both of our physical and psychological health. But it is also important to maintain a healthy diet and disciplined lifestyle to get benefited properly. Yoga consists a lot of yoga workouts combining both hard and easy postures.

**OBJECTIVE**

The word ‘yoga’ actually means union. It is a practice that connects the body, mind, and spirit through different body postures, meditation, and controlled breathing.

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| UNIT 1 | Intermediate Level of Yoga – more intense exercises.  Meditation |
| UNIT 2 | Adopting good/new habits  Expanding dimensions, skills and vision  Dropping bad habits. |
| UNIT 3 | Posture & Breathing Basics  Morning Yoga  Posture while working |
| UNIT 4 | Surya Namaskar |

**COURSE OUTCOMES (CO)**

CO1: Students adopt Yoga as part of daily practise.

CO2: Lead a healthier lifestyle.

CO3: Start Meditation.

**MAPPING COURSEOUTCOMES LEADING TO THE ACHIEVEMENT OF PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES**

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| **Course Outcome** | **Program Outcomes** | | | | | | **Program Specific Outcomes** | | | |
|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PSO1 | PSO2 | PSO3 | PSO4 |
| CO1 |  | M |  |  |  | H |  | M |  |  |
| C02 |  |  |  | M |  | H |  | H |  |  |
| CO3 |  | M |  |  |  | H |  | M |  |  |

**REFERENCE BOOKS**

Bringing Yoga to Life, by Donna Farhi

Light on Pranayama, by B.K.S. Iyengar

Yoga the Spirit and Practice of Moving Into Stillness, by Eric Schiffmann