

## ELECTIVE COURSE

### Subject: Fundamental of English

<b>Code no.</b>	<b>BVID -105</b>	<b>Credits- T-4, P-0= 4</b>
Course	To prepare the students to communicate effectively and fluently in English	
Objectives - English	<ol style="list-style-type: none"><li>1. To enable students to master reading, writing, speaking and listening skills.</li><li>2. To strengthen grammatical accuracy.</li><li>3. To prepare the students to deal with customers, professionals, counselors etc. in correct grammatical, idiomatic English</li><li>4. To provide personality development training through situational role play, interview techniques, group discussions, seminar presentation etc.</li></ol>	
Learning real life	To enable the learner to communicate effectively and appropriately in	
Outcomes	situation.	
<b>Course Content</b>	<b>1. Grammar</b>	
<b>Unit – 1</b>	<ul style="list-style-type: none"><li>• Tenses, Narration, Voice</li><li>• Degrees of Comparison</li><li>• Question tag</li><li>• Simple, Compound, Complex Sentences</li><li>• Transformation of sentences.</li><li>• Assertive, Interrogative, Exclamatory, No sooner than, either or, neither nor, unless, until etc.</li><li>• Phrasal verbs.</li></ul>	
<b>Unit- 2</b>	<ul style="list-style-type: none"><li>• An unseen passage will be given for analysis. Questions will be based on comprehension of content and vocabulary. Answers must be</li></ul>	

	<p>written in the students' own language, with minimum use of words and phrases from the passage. Answers should not be copied ditto from the unseen passage. This passage can either be a prose piece or a simple poem.</p> <ul style="list-style-type: none"> <li>• Simple questions on style and techniques may also be set in case of a poem.</li> <li>• Report Writing</li> <li>• Formal Reports.</li> <li>• Types of Reports : Long, Short, Formal, Informal <ul style="list-style-type: none"> <li>• Why is a report required - who asks for a report</li> <li>• Stages of Report Writing :</li> <li>• Assembling the material, planning the report, drafting the report, editing the report</li> <li>• Elements of a Report</li> <li>• Introduction, Main data or facts, conclusion, recommendation to the Superior.</li> </ul> </li> </ul>
<p><b>Unit – 3</b></p>	<ul style="list-style-type: none"> <li>• <b>Business Proposals</b> : Students</li> </ul> <p>Will be taught how to draft a proposal for setting up a new venture or new business the terminology used for formal commercial dealings, writing to banks, applying for loans and/or extension of credit etc.</p> <ul style="list-style-type: none"> <li>• <i>Paragraph Writing:</i> <ul style="list-style-type: none"> <li>○ This question will involve writing a few lines (10-15) on any given topic or writing a paragraph completing a given set sentence.</li> <li>○ This topic will test the descriptive vocabulary and constructive logical narrative capabilities of the student.</li> </ul> </li> </ul>

<b>Unit - 4</b>	<ul style="list-style-type: none"> <li>• <b>Letter Writing:</b> Students should be trained thoroughly in dealing with business correspondence and writing all types of letters.</li> </ul> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">a) Sales Letter</td> <td style="width: 50%;">b) Enquiry letter</td> </tr> <tr> <td>c) Quotation Letter</td> <td>d) Complain Letter</td> </tr> <tr> <td>e) Adjustment letter</td> <td>f) Letter to the Editor</td> </tr> <tr> <td colspan="2">g) Job application letter with bio-data / resume.</td> </tr> </table>	a) Sales Letter	b) Enquiry letter	c) Quotation Letter	d) Complain Letter	e) Adjustment letter	f) Letter to the Editor	g) Job application letter with bio-data / resume.	
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<b>Assessment</b>	<p>A. Telephone Conversational Skills will be taught. Role play method is recommended. The student will be assessed during the 'role play' - practicals.</p> <p>B. Personal Interview / Viva</p> <p>The student will be given training on how to appear for an interview, what kind of common questions to expect, the kind of language required for appropriate formal responses etc. Role play method is recommended here.</p> <p style="text-align: center;">Group Discussion</p>								
<b>Reference Books</b>	<p style="text-align: center;">1. English Grammar, Composition and usage by J.E.Nesfield adapted by N.K.Aggarwal and Fatwood, Published: Mach Millar India Limited.</p> <p style="text-align: center;">2. English Idioms by Jennifer Seidi and W. McMordie Published : Ox fort University Press</p> <p style="text-align: center;">3. Persuasive Reports and Proposals by Andrew Leigh University Press (India Ltd., Distributed by Orient Longman).</p> <p style="text-align: center;">4.A Practical English Grammar by A.J.Thomson and A.V.Martinez Published : Oxford University Press</p> <p style="text-align: center;">5. Strengthen your English by M.P.Bhaskaran and D.Hosburgh Published : Oxford University Press</p>								

**BVID- 106-BASIC COMPUTER**

Code no.	<b>BVID- 106</b>	<b>Credit- T-2, P-4 = 4</b>
Course Objectives	<ol style="list-style-type: none"> <li>1. To study about the basic knowledge of computer for office work</li> <li>2. To upgrade the technical knowledge in related field.</li> </ol>	
Learning outcomes	<ul style="list-style-type: none"> <li>• To study the use of MS word, Excel and power point. Students are practical to get them the use of</li> <li>• Utilize software for word processing for basic reports and specification writing.</li> <li>• Use spreadsheet and graphic presentation software applications.</li> <li>• Use graphic symbols for interior material finishes.</li> </ul>	
Course content	<ol style="list-style-type: none"> <li>1.Computer applications to business</li> <li>2. Characteristics, Log diagram, Number system, Data representation schemes, Flowcharts, Types of computers. BOQs, estimates cost sheets, process implementation</li> <li>3. MS-Word- Basics, File operations, Working with document, Text formatting, Advance formatting, Tables, inserting objects &amp; page design, Mail merge, printing, views, creating styles, power point presentation</li> <li>4. MS-Excel- Working with sheets, Formulas, Self-formatting, Functions, Graphic objects charts, Data base • MS Power point- Slide shows, Animation, Transition</li> <li>5. Windows Basics</li> <li>6. Internet uses</li> </ol>	
Assignments	1. Power point presentation on any course subject.	
Reference Books	<ol style="list-style-type: none"> <li>1.Computer General Awareness by Alok Kumar (Paperback - 2008)</li> <li>2. Computer Fundamentals by P. K. Sinha (Paperback - 30 November 2004)</li> </ol>	

**Subject- English and Communication Skill**

Code no.	<b>BVID -205</b>	<b>Credits- T-4, P-0= 4</b>
<b>Course Objective-</b>	1. To prepare the students to communicate effectively and fluently in	

English	<p>2. To enable students to master reading, writing, speaking and listening skills.</p> <p>1. To strengthen grammatical accuracy.</p> <p>2. To prepare the students to deal with customers, professionals, counselors etc. in correct grammatical, idiomatic English</p>
Learning Outcome -	To develop vocabulary and improve the accuracy in grammar.
<b>Course Content</b> <b>Unit – 1</b>	<p>Improving communicative competence through knowledge of communication. Type of communication</p> <ul style="list-style-type: none"> <li>• Objective and methods of communication <ul style="list-style-type: none"> <li>a. Channels of Communication</li> <li>b. Barriers of communication</li> <li>c. Importance of pronunciation</li> <li>d. Phonetics, Phonetic Transcription</li> <li>e. Types of oral &amp; written communication</li> <li>f. Conversion of table or tree into paragraph</li> </ul> </li> </ul>
<b>Unit- 2</b>	<ul style="list-style-type: none"> <li>• A Oral Communication</li> <li>• B Written Communication</li> <li>• Non Verbal</li> <li>• Body language</li> <li>• Dress code</li> <li>• colors</li> <li>• Light</li> <li>• Sound</li> <li>• Charts</li> <li>• Graphics</li> </ul>
<b>Unit – 3</b>	<p>Introduction of various general qualities amongst future designers.</p> <ul style="list-style-type: none"> <li>• Introduction <ul style="list-style-type: none"> <li>a. Learning : Concept and principles of learning</li> <li>b. Memory techniques: Dual store model of memory organization of knowledge. Areas of self-development</li> </ul> </li> </ul>

	<p>c. Motivation : Introduction &amp; Definition</p> <p>d. Time management : process of time planning</p>
<b>Unit - 4</b>	<ul style="list-style-type: none"> <li>• Presentation skills : To acquire convincing presentation skills</li> <li>• Leadership Skills</li> <li>• Group Discussions</li> <li>• Team work building</li> <li>• Interview Technique</li> </ul>
<b>Reference Books</b>	<p>1. English Grammar, Composition and usage by J.E.Nesfield adapted by N.K.Aggarwal and Fatwood, Published: Mach Millar India Limited.</p> <p>2. English Idioms by Jennifer Seidi and W. McMordie Published : Ox fort University Press</p> <p>3. Persuasive Reports and Proposals by Andrew Leigh University Press (India Ltd., Distributed by Orient Longman).</p> <p>4. A Practical English Grammar by A.J.Thomson and A.V.Martinez Published : Oxford University Press</p> <p>5. Strengthen your English by M.P.Bhaskaran and D.Hosburgh Published : Oxford University Press</p>

Subject – Psychology of Design

<b>Code no.</b>	<b>206</b>	<b>Credit- T- 3, P- 2= 4</b>
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Course Objectives	1. To understand what is Psychology 2. To study Psychology of design. As a design student- we can leverage psychology to build more intuitive human centered products and experiences Instead of forcing users to conform to the design of a product or experiences we can use some key principles from psychology as a guide for designing how people actually are.
Learning outcomes	KNOWLEDGE :• student will demonstrate familiarity with the major concepts ,human mind’s perspective & historical trends in design psychology RESEARCH: • Understand• & apply basic design research, design data analysis & store. Critical thinking skills in design psychology.•
Specific Outcomes	This is subject which focuses on the relation between human nature• & Design , method & activities How do build a habit in a particular space• & product design Develop the art of choosing materials according to design• & client’s habits &nature
Course content	<ul style="list-style-type: none"> <li>• Design thinking what the design Psychology Design Psychology is phases Psychology principles that’s will change the way of design 1. Mental model 2. The von rest Orff effect 3. Gestalt principles - Proximity - Similarity - Closure - Continuity - Figure &amp; ground 4. Visual reactions 5. The psychology of colors</li> <li>• 6. The psychology of colors 7. Dual coding theory 8. Cost benefit analysis</li> </ul>
Assignments	Create a DOCUMENT on - The psychology of colors
Reference Books	1. The design of everyday things_ Donald a. Norman 2. Thinking fast & slow – Daniel Kahn man 3. Designing for emotions - Aarron walter

### Subject - Environmental Psychology

Code no	<b>BVID-305</b>	<b>Credits- T- 3, P- 2= 4</b>
Course Objectives	To understand the interrelationships among the physical environment, individual differences, and human behavior and experience and various environmental issues	
Learning outcomes	Gain knowledge and understanding in environmental psychology	
Course outcome	To Develop Human and environment relationship To understand the role of environment in human life	
Specific outcome	Go green – Clean city – green city	

Course content	<p>Unit I: Environment: Meaning and Characteristics, The Nature and Scope of Environmental Psychology, Historical development of EP. Environment education</p> <p>Unit II: Theoretical Approaches of EP- Relationship between Human and Environment, Approaches of study of Human and Environment. Effect of Natural environment on Human Life. Theories of Environmental Psychology- Environmental load theory, environmental stress theory</p> <p>Unit III: Methods of EP- co-relational method, natural observation</p> <p>Environmental problems: Noise, pollution, Overpopulation, crowding, effect of crowd on human life. Ecology, ecosystem</p> <p>Unit IV: The Future: work environment : work satisfaction, effect of environment on human behavior , Saving the Environment, role of media, practitioners, NGO's contribution</p>
Assignment	<p>Classification of wastes : Domestic wastes , commercial wastes , waste of agriculture , waste from hospitals</p> <p>Management of waste</p>
Reference Books	<p>Readings: Bell, P.A., Greene, T.C., Fisher, J.D., &amp; Baum, A. (2001). Environmental Psychology, Harcourt, Inc.: Fort Worth, TX. Cialdini, R.B. (2003). Crafting normative messages to protect the environment, Current Directions in Psychological Science, 12(4), 105-109. Fisher, J.D., Bell, P.A., and Baum, A. (1984). Environmental Psychology. NY: Holt, Rinehart and Winston. Gallagher, W. (1994). The Power of Place. Harper Perennial: NY. Holahan, C.J. (1982). Environmental Psychology. NY: Random House.</p>

**Subject - LIFE SKILLS EDUCATION**

Code no.	BVID- 306	Credits- T- 3, P-2= 4
Course Objectives	<p>To enable students to: Understand and enhance life skills• Develop knowledge, understanding and skills in the management of issues• related to personal growth and development. Develop skills, and responsible values and attitudes, that enhance the quality of interpersonal relationships</p>	
Learning outcomes	<ul style="list-style-type: none"> <li>• Gain knowledge and understanding in order to make informed health and lifestyle decisions</li> </ul>	
Course content	<ul style="list-style-type: none"> <li>• Life skills-meaning, definition, importance, WHO life skills</li> <li>• Life skills education-meaning, definition importance and goals</li> </ul>	



	<ul style="list-style-type: none"> <li>• Three basic categories of life skills - Social or interpersonal skills (Communication Skills, Assertiveness• Skills, Cooperation Skills, Empathy) Cognitive or thinking skills ( Problem Solving, Critical Thinking ,• Creative Thinking, Decision Making, Self-Awareness) Emotional skills (Managing Stress, Managing Emotions, Resisting peer pressure)• Communication skills- Meaning and definition• Types and levels of communication• Barriers to communication• Ways to improve interpersonal communication and public speaking• Understanding conflict in relationships, causes of conflict and steps for managing and resolving conflict, the five styles of conflict resolution and healthy ways of avoiding conflict in relationships. Career guidance: Need and Importance of Career Guidance, Exploring career options, Deciding a career, Career Guidance Centre, Resume Writing, Job Search Method and Interview Facing</li> </ul>
Reference Books	<p>Berk, L.E., (2007), Development through the Life Span, Pearson Education, New Delhi. Devadas, R.P; Jaya, N (2002), A Textbook on Child Development, Macmillan India Limited, Madras. DigumartiBhaskara Rao (1997), Care of the Child, vole and II, Discovery Publication House, New Delhi. Jegannath Mohanty and BhagyadharMohanty (1994), Early Childhood Care and Education (ECCE), Deep and Deep pub, New Delhi. Hurlock, E.B., (2004), Child Growth and Development, Tata McGraw Hill Company Papalia, D.E., and Olds, S.W., (2005), Human Development, Tata McGraw Hill</p>

## Subject- Computer & Digital Communication

Code- BVID -405	<b>Credits- T-2, P-4= 4</b>
<b>Course</b>	
<b>Objective-</b>	1. Understanding the concept of information technology & its scope. 2. Information technology has great influence on all aspects of life, it is essential to expose various aspects of information.
<b>Learning</b>	
<b>Outcome-</b>	Develop knowledge, skills, and judgment around human communication that facilitate their ability to work

collaboratively with others.	
<b>Course</b>	<i>Computer Fundamentals</i>
<b>Content</b>	
<b>Unit – 1</b>	<ul style="list-style-type: none"> <li>• Overview to computer system</li> <li>• Characteristics of computer</li> <li>• Types of computer Desktop, Laptop,</li> <li>□ 4 Palmtop, PDAS, Tablet PC</li> </ul>
<b>Unit- 2</b>	<p>Classification of computer</p> <ul style="list-style-type: none"> <li>• Super Computer, Mainframe Computer</li> <li>• Mini-Computer, Micro-Computer)</li> <li>• Classification of Hardware, 4 Software and firmware</li> </ul>
<b>Unit – 3</b>	<p>CPU (Inter Process of P.I to P.IV, Parallel processing)</p> <ul style="list-style-type: none"> <li>• Mother Board</li> <li>• Memory : Storing information</li> <li>• Memory for organizing data cards.</li> </ul>
<b>Unit - 4</b>	<ul style="list-style-type: none"> <li>• Primary : RAM, ROM,</li> <li>• Registers, Cache)</li> <li>• Secondary : (Magnetic storage device, Diskette Drives, Hard Disk</li> <li>• Tape Drives, Optical Storage Device, Flash drive)</li> <li>• Bits, Bytes, KB, MB, GB, NB</li> </ul>
<b>Practical</b>	<p><b>Microsoft windows (O.S.) :</b></p> <p>Starting OS, The start Button, Arranging windows, shortcuts, shutting down OS, OS tools, My Computers windows Explorer, copying files, using send to creating, remaking, Moving copying Deleting folder and files.</p> <p>Word Pad: Opening and saving file, editing Documenting and formatting text, Previewing and printing document.</p>

*Paint:*

Opening and saving file, learning of tool Bar, creating and editing a design, color Theory, Mirror, Rotating and flipping the Images.

MS - Word: Introduction to word processing, introduction to MS-Word, creating and formatting a document, features of MS-Word, Auto-text and Auto Correct, Grammar and spell check, changing font and type size. Inserting and sizing, graphics, working all the tool bar. Opening and saving a.

**MS Excel :** Document, Printing and previewing a document creating Tables, Auto formatting Tables, finding and Replacing Text

Introduction of Electronic spread sheet  
Introduction of MS Excel creating and formatting a worksheet. Features of MS-Excel Inserting Data into worksheet. Entering formulas and function. Types of charts, creating Charts, Moving and Sizing Charts, Copying a chart, using AutoFill.

*Microsoft-Power Point:*

Introduction of presentation program, introduction to Microsoft, Power-point, creating a presentation. Features of power point Auto content wizard, viewing and editing a presentation, Insertion pictures and clip Arts, Opening saving and printing a presentation, creating and enhancing a table, slide layout, modify the slide and title master, Adding transition and Build effect.

*Internet:*

What is internet History and uses of Internet, connecting of Internet, Dial-up Access and Direct Access, Domains and Address, DNS and IP Address, using the world wide web, Internet

	<p>Browser and Browsing the web, service on Internet, E-mail services, Search engines, chat services.</p> <p><i>Exercise to be done:</i></p> <p><b>Paint for Ex. :</b></p> <p>Preparing design for handkerchief, Scarf, Dress Material, Furnishing fabrics, Shirting and Suiting's, Embroidery applique work, Jewelry.</p> <p><i>Word for Excel. :</i></p> <p>Designing greeting card, visiting card, letter head, poster, advertisement.</p> <p>Preparing work sheet, graphical representation.</p> <p>PowerPoint : Presentation based on defects of fabric, Traditional fabrics, traditional sarees, flow charts spinning weaving, carpets, Rugs, fashion designers, fashion show.</p>
<p><b>Reference Books</b></p>	<p>Bride M.Whelan, Color Harmony a guide to creative Color Combinations James Stockton  Vol.1-5 - Designer guide to Color Bhagwat Gajanan - Arwind Desai Kitab Arts  S.V.Bapat Basic Design &amp; Anthropometry</p>

**Subject- Positive Psychology**

<p><b>Code- BVID</b></p> <p><b>-406</b></p>	<p><b>Credits- T-3, P-2= 4</b></p>
<p><b>Course</b></p> <p><b>Objective-</b></p> <ol style="list-style-type: none"> <li>1. Understanding the concept of Positive Psychology &amp; its scope.</li> <li>2. To study the applications of positive psychology in</li> </ol>	

various domains.	
<b>Learning Objective -</b> Encourage people to discover and nurture their character strengths, rather than channeling their efforts into correcting shortcomings	
<b>Course Content Unit – 1</b>	□ Introduction: Positive Psychology, Perspectives on Positive Psychology: Character Strengths and virtues.
<b>Unit- 2</b>	Happiness and Wellbeing, Emotional Intelligence, Resilience, Self-efficacy, Optimism, Hope, Wisdom, Mindfulness.
<b>Unit – 3</b>	<ul style="list-style-type: none"> <li>• Applications: multicultural context, disability, ageing</li> </ul>
<b>Unit - 4</b>	<p>Applications: Work, education, health.</p> <p>Practicum: Any one practicum can be designed from the syllabus provided so as to enhance the understanding of the concepts and applications of positive psychology</p>
<b>References</b>	<p>Baumgartner, S.R. Crothers M.K. (2010). Positive psychology. Upper Saddle River, N.J.: Prentice Hall. Carr, A. (2004). Positive Psychology: The science of happiness and human strength.UK: Routledge. Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University Press. Seligman, M.E.P. (2002). Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment. New York: Free Press/Simon and Schuster. Snyder, C.R., &amp; Lopez, S.J. (2007). Positive psychology: The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage. Snyder, C. R., &amp; Lopez, S. (Eds.). (2002). Handbook of positive psychology. New York: Oxford University Press</p>

## Subject- Digital Skill and Cyber Safety

<b>Code- BVID</b>  -505	<b>Credits- T-3, P-2= 4</b>
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<b>Course</b>	
<b>Objective-</b>	<ol style="list-style-type: none"> <li>1. To impart basic knowledge about digital skills.</li> <li>2. To provide students with the knowledge about cyber safety</li> </ol>
<b>Learning</b>	
<b>Outcome-</b>	Critical thinking in research and communication. Reducing the risks, Building resilience and creating more positive online experiences.
<b>Course</b>	➤ <b>Basic Knowledge of digital era.</b>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Formal internet skills</li> </ul>
<b>Unit- 2</b>	<ul style="list-style-type: none"> <li>• Safe usages of smart devices</li> <li>• Safe usages of internet communications</li> </ul>
<b>Unit – 3</b>	<ul style="list-style-type: none"> <li>• Sharing, Browsing and entertainment</li> <li>• Beginner’s guide to cyber security</li> </ul>
<b>Reference Books</b>	Digital Skills( 2014): Alexander, J.A.M., VanDeursen,: PALGRAVE, MAMILLAN, New York

## Subject- Retail Design

<b>Code- BVID -506</b>	<b>Credits- T-3, P-2= 4</b>
<b>Course</b>	
<b>Objective-</b>	<ol style="list-style-type: none"> <li>1. To impart basic knowledge about retail design.</li> <li>2. To provide students with the knowledge about case study</li> </ol>
<b>Learning</b>	
<b>Objective -</b>	To positively impact customer experience and create value in the designs

and	construction of retail
<b>Course Content</b>	<ul style="list-style-type: none"> <li>• Introduction to Retail Design - Importance of retail design</li> <li>1 Types of retail and commercial spaces – Field visits</li> <li>2• Consumer buying decisions and influencing factors – Survey</li> <li>2• Layout plan and store design – Survey</li> <li>2• Elements of store design in a retail such as lighting, color, music, props, accessories, etc.-</li> <li>• Observation</li> <li>3 Project - Case study of store layout (Interactive)•</li> </ul>
<b>Reference Books</b>	<p>Mitton Maureen. (2004) Interior Design Visual Presentation: A Guide to Graphics, Models and Presentation Techniques, 2nd ed. New Jersey: John Wiley and Sons.</p> <p>Balaji, Tuli S. (2005). Retail Management</p>

### Semester: 6- Skill Component Subjects

#### Subject – Internship

Code	BVID-603	Credits- T-0, P- 16= 8
Course Objectives	<ol style="list-style-type: none"> <li>1. State of Interior Design profession in today's' business world and design world.</li> <li>2. More emphasis on site supervision.</li> </ol>	
Learning outcomes	<ul style="list-style-type: none"> <li>• Acquire the ability to function and grow in a professional working environment.</li> <li>• Apply knowledge learned , Prepare project documentation that meets professional expectations of supervisors</li> <li>• Present projects to clients, supervisors</li> </ul>	
Course content	<ol style="list-style-type: none"> <li>1.Understanding of "Professional Practice" methods of various interior designers - Design process from first client contacts to Production documents, tender documents for various work involved, production drawings for various work, site supervision.</li> <li>2. Coordination of various agencies - client, members of design team, consultants, contractors, craftsman and construction supervisor.</li> </ol>	
Assignments	Office Practice Report	

	<p>1. Project brief, detailed design and drawings worked on, site supervision reports.</p> <p>2. Brief assessment of projects worked on &amp; experience gained.</p>
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**Subject – Workshop / Industry Project**

Code no.	BVID-604	Credits- T-0, P- 6= 3
Course Objectives	To study of actual of a drawing and develop a sees of combination of different elements in a design of design.	
Learning Objective	Construct new ideas or concepts based upon their current/past knowledge.	
Course content	Design of furniture piece and all its working and learn the actual working.	
Assignments	<p>Prepare a prototype modal of any furniture piece</p> <p>Construct an original piece of furniture</p>	

**FASHION TECHNOLOGY**

**Subject- Apparel Manufacturing Techniques-I**

Code BVFT 406	Credits- T-1, P-6= 4
<p>Course Objective -1. To develop skill and ability in designing and making of paper patterns for different garments.</p> <p>2.To learn basic designing process and apparel manufacture</p>	
Learning outcome	Students will gain basic understanding of <i>garments</i> , machines and their use in <i>apparel</i> and fashion <i>industry</i> .
Content- UNIT- I	<p>☐ Skirt variations :- A- line flared skirt, Basic flared skirt, One dart skirt, added flare skirt, Flared skirt with gathered waist line, Gored skirt- 4 gore and 6 gore, Pegged skirt with pleats, Skirt with yoke. Circular skirts :- Full circle skirt, Warp skirt with side seam</p>



UNIT- II	<ul style="list-style-type: none"> <li>· Introduction to draping and dress forms.</li> <li>· Preparation of fabrics.</li> <li>· Basic bodice – marking and trueing</li> <li>· Bodice variations- surplice front, halter</li> <li>· Princess bodice and variation.</li> </ul>
UNIT- III	<ul style="list-style-type: none"> <li>· Dart into – pleats, flares, gathers, tuck.</li> <li>· Darts into style lines –classic and armhole princess line.</li> </ul> <p>Dart into fullness – blouson, yokes, pleat, tucks.</p>
UNIT- IV	<ul style="list-style-type: none"> <li>• Learning to fit a garment- fitting area, fitting guidelines, fitting procedure, fit problems and remedies</li> <li>• Fitting special markets-children, pregnant women, senior citizens, heavy people, people with physical disabilities</li> </ul>
Practical/ Assignment	Designing, Drafting, Cutting and Stitching of garments for female with khadi fabric Salwar Kurta
Books and e- References	<ul style="list-style-type: none"> <li>• Readers Digest, Guide to Sewing and Knitting.Sewing for the Apparel Industry – Claire Shaeffer, Prentice Hall.</li> <li>• Garment Technology for Fashion Designers – Gerry Co oklin, Book Link, USA.</li> <li>• Sewing for Fashion Design- Nurie Relis/Gail Strauss-Reston Publishing Co</li> </ul>

### **Subject- Apparel Manufacturing Technology – II**

Code - BVFT- 506	Credits- T-1 , P-6 = 4
Course Objective- 1. To learn basic designing process and apparel manufacture techniques	
Learning Objective- Students will gain basic understanding of <i>garments</i> , machines and their use in <i>apparel</i> and fashion <i>industry</i>	

<p>Course content</p>	<ul style="list-style-type: none"> <li>• <b>Unit -1</b> Stitching Techniques <ul style="list-style-type: none"> <li>• Neck lines:-round and jewel, scoop, square and glass, 'V' shaped, straight and curved, scalloped , sweet heart, key hole, boat neck and asymmetrical.Neck line finishes:- shaped facing, corded or piped neck line, bias facing-single layer binding, double layer binding, banded neckline and placket bands.</li> </ul> </li> <li>• Unit – 2- Collars:-how to assemble a collar, Types of collars-flat collar, rolled collar, stand collar, tie collar, turtle neck collar, shirt collar, peter-pan collar, one piece convertible collar and shawl collar</li> <li>• <b>Unit- 3-</b> Sleeves:-sleeveless - with facing, set-in-sleeve, half sleeve, puff sleeve, flared sleeve, full sleeve, petal sleeve, leg-o-mutton sleeve, bishop sleeve, cap sleeve raglan sleeve and kimono sleeve. <ul style="list-style-type: none"> <li>• Unit – 4- Types of Pockets, Plackets ,tucks pleats</li> <li>• Cuff application;-basic shirt cuff, French cuff and continuous cuff.</li> </ul> </li> </ul>
<p>Assignment/ Practical-</p>	<ol style="list-style-type: none"> <li>1. Tools and equipments used in clothing construction Sewing Machine and its parts, repair and maintenance of sewing machine.</li> <li>2. Making samples of <ol style="list-style-type: none"> <li>a) Seams</li> <li>b) Tucks</li> <li>c) Pleats</li> <li>d) Plackets</li> <li>e) Pockets</li> <li>f) Collars</li> <li>g) Sleeves</li> </ol> </li> </ol> <p>Making album of all samples</p>

<b>References Books-</b>	<ul style="list-style-type: none"> <li>• Dorling Kindersely, The complete Book of Sewing, London, New York</li> <li>• Deulkar Durga, Household Textiles &amp; Laundry Work, <ul style="list-style-type: none"> <li>• Orient Longman Delhi <ul style="list-style-type: none"> <li>• Harlow, The Basic Book of Sewing, Octopus Books Ltd.</li> <li>• Ritu Jindal, Handbook of Fashion Designing, Mittal Publication, New Delhi</li> </ul> </li> </ul> </li> <li>• Sharon Lee Tate, Inside Fashion Design, Pearson Education</li> </ul>
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**Subject- Family Finance & Consumer studies**

<b>Code - BVFT- 605</b>	<b>Credits- T-4 , P-0 = 4</b>
<p>Course Objectives - To study of actual of a drawing and develop a sees of combination of different elements in a design of design</p>	
<p>Learning Objective- Students will be able to demonstrate the application of oral, written, and visual communication skills to present specifications/information and support decision making.</p>	
Course content	<p><b>Unit-1-</b> Income and Expenditure ,Household Income – Types, Sources, Supplementation of family income, use of family• income, budgets, maintaining household accounts Factors influencing expenditure pattern• Family savings and investments- need ,principles, channels of investment, tax• implications Consumer credit- need, sources, credit cards, Housing finance• Personal finance management – tax implications, calculation of personal income tax,• Guidelines for wise buying practices•</p> <p><b>Unit-2 -</b> Consumer in India: Consumer problems and education , Definition of a consumer• Role of consumers in the economy, National Income, Per Capita Income, Household wise• distribution of income Changing nature of the business world –e-commerce, e-business• Types of consumer problems – products and service related, investment and• infrastructure related, Causes and solutions Consumer education and empowerment</p>


	<p><b>Unit-3 - Consumer Protection, Consumer protection</b></p> <ul style="list-style-type: none"> <li>• Consumer rights and responsibilities</li> <li>• Consumer organizations – origin, functioning, role and types.</li> <li>• Consumer cooperatives – role, history and growth in India, PDS Kendriya Bhandars.</li> <li>• Basic legislative framework for consumer protection in India, Consumer Protection Act 1986 COPRA, Alternative redressal mechanisms, Mediation centres</li> <li>Standardization and quality control measures: ISI, FPO, AGMARK, ISO, Eco mark,</li> <li>• Wool mark, Silk mark, Cotton mark, Handloom mark, BEE star labelling and others</li> </ul>
Assignment	<p>Evaluation and designing of advertisements in the print media including products, services and social ads. 2. Evaluation and designing of informative and attractive labels of different type of food products. 3. Case study of banks and post offices to understand their services and products, Learning to fill different bank forms 4. Analysis of consumer redressed through case study approach under CPA. 5. Food adulteration tests</p>
References Books-	<ul style="list-style-type: none"> <li>• Khanna S.R., Hanspal S., Kapoor S. &amp; Awasthi H.K., 2007 Consumer Affairs, Universities Press India Pvt. Ltd.</li> <li>Sawhney, H.K. • &amp; Mital, M., 2007, Family Finance &amp; Consumer Studies, Elite Publishing House Pvt. Ltd.</li> <li>Seetharaman, P. and Sethi, M., 2001, Consumerism: Strength and Tactics, New Delhi: CBS • Publishers.</li> </ul>

### **Subject- Apparel Manufacturing Technology – III**

Code - BVFT- 606	Credits- T-1 , P-6 = 4
<p><b>Course Objectives</b> -1. To develop skill and ability in designing and making of paper patterns for different garments.</p> <p>2. To learn basic designing process and apparel manufacture</p>	
Learning outcome	Understand <i>garment production</i> process at industrial level. To gain knowledge about automatic machine used to <i>garment</i> .
Course content	<ul style="list-style-type: none"> <li>• <b>Unit- 1-</b> Pants foundation : Culotte , Trouser. Design variations – pleated trouser, baggy pant, pant with flares, shorts- bermudas.</li> <li>• <b>Unit -2-</b> Preparation of fabrics.</li> <li>• Basic bodice – marking and trueing</li> <li>• Bodice variations- surplice front, halter</li> </ul>

	<p>Princess bodice and variation</p> <p><b>Unit -3</b> Dart manipulation – underarm dart, French dart, double French dart and variations</p> <ul style="list-style-type: none"> <li>· Cowls – basic front and back cowl, butterfly twist.</li> <li>· Yokes and midriffs- bodices yoke, hip yoke, fitted midriff</li> </ul> <p><b>Unit -4 - Selection of garments for special needs</b></p> <ul style="list-style-type: none"> <li>• Maternity ,Lactation,Person’s with disability (PWD)</li> <li>• Learning to fit a garment- fitting area, fitting guidelines, fitting procedure, fit problems and remedies</li> <li>• Fitting special markets-children, pregnant women, senior citizens, heavy people, people with physical disabilities</li> </ul>
Assignment/ Practical-	<p>Designing, Drafting, Cutting and stitching of garments for male : Kurta's - Types of Kurta Chudidar</p>

<p><b>References Books-</b></p>	<ul style="list-style-type: none"> <li>• Dorling Kindersely, The complete Book of Sewing, London, New York</li> <li>• Deulkar Durga, Household Textiles &amp; Laundry Work, <ul style="list-style-type: none"> <li>• Orient Longman Delhi <ul style="list-style-type: none"> <li>• Harlow, The Basic Book of Sewing, Octopus Books Ltd.</li> <li>• Ritu Jindal, Handbook of Fashion Designing, Mittal Publication, New Delhi</li> </ul> </li> </ul> </li> <li>• Sharon Lee Tate, Inside Fashion Design, Pearson Education</li> <li>• Readers Digest, Guide to Sewing and Knitting.</li> <li>• Sewing for the Apparel Industry – Claire Shaeffer, Prentice Hall.</li> <li>• Garment Technology for Fashion Designers – Gerry Co oklin, Book Link, USA.</li> <li>• Sewing for Fashion Design- Nurie Relis/Gail Strauss-Reston Publishing Co</li> </ul>
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