

**Curriculum For**

**SIX SEMESTER DIPLOMA COURSE IN**

**Craft Technology**

**For The State of Uttar Pradesh**



**PREPARED & COMPLIED BY:**  
**INSTITUTE OF RESEARCH DEVELOPMENT & TRAINING,**  
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APPROVED IN CDC MEETING OF BTE,UP,LUCKNOW DATED:26-09-2021

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## **PREFACE**

An important issue generally debated amongst the planners and academicians' world over is how technical education can contribute to sustainable development of the societies struggling hard to come in the same bracket as that of the developed nations. The rapid industrialization and globalization have created an environment for free flow of information and technology through fast and efficient means. This has led to shrinking of the world, bringing people from different culture and environment together and giving rise to the concept of world turning into a global village. In India, a shift has taken place from the forgettable years of closed economy to knowledge based and open economy in the last few decades. In order to cope with the challenges of handling new technologies, materials and methods, we have to develop human resources having appropriate professional knowledge, skills and attitude. Technical education system is one of the significant components of the human resource development and has grown phenomenally during all these years. Now it is time to consolidate and infuse quality aspect through developing human resources, in the delivery system. Polytechnics play an important role in meeting the requirements of trained technical manpower for industries and field organizations

In order to meet the requirements of future technical manpower, we will have to revamp our existing technical education system and one of the most important requirements is to develop outcome-based curricula of diploma programmes. The curricula for diploma programmes have been revised by adopting time-tested and nationally acclaimed scientific method, laying emphasis on the identification of learning outcomes of diploma programme.

The real success of the diploma programme depends upon its effective implementation. However best the curriculum document is designed, if that is not implemented properly, the output will not be as expected. In addition to acquisition of appropriate physical resources, the availability of motivated, competent and qualified faculty is essential for effective implementation of the curricula. It is expected from the polytechnics to carry out job market research on a continuous basis to identify the new skill requirements, reduce or remove outdated and redundant courses, develop innovative methods of course offering and thereby infuse the much-needed dynamism in the system.

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## **ACKNOWLEDGEMENTS**

We gratefully acknowledge the guidance and contribution received from the following persons:

1. Sh. Alok Kumar-III, IAS, Secretary, Technical Education Department, U.P. Govt.
2. Sh. Sunil Kumar Chaudhary, Special Secretary, Technical Education Department, U.P. Govt.
3. Sh. Manoj Kumar, Director, Technical Education, UP & I.R.D.T., Kanpur, for taking keen interest in the review of this curriculum.
4. Secretary, Board of Technical Education, UP for initiating this project of review of curriculum.
5. All the participants from industry/field organizations, engineering colleges, polytechnics and other technical institutions for their professional inputs during curriculum workshops.
6. Faculty/Subject Experts from U.P. Government polytechnics

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## **1. Salient Features of Diploma in Craft Technology**

- 1) Name of the Program : Diploma in Craft Technology
- 2) Duration of the Program : 3 Years (Six Semesters)
- 3) Entry Qualification : Matriculation or equivalent NSQF Level as Prescribed by State Board of Technical Education, UP (in any Discipline)
- 4) Intake : 60 (or as prescribed by the Board)
- 5) Pattern of the Program : Semester Pattern
- 6) NSQF Level : Level 5
- 7) Ratio between theory and Practical : 40:60 (Approx.)
- 8) Student Centered Activities:

A provision of 2-3 periods per week has been made for organizing Student Centered Activities for overall personality development of students. Such activities will comprise of co-curricular activities such as expert lectures, self-study, games, hobby classes like photography, painting, singing etc. seminars, declamation contests, educational field visits, NCC, NSS and other cultural activities, disaster management and safety etc.

### 9) Internship & Project

- During the First Year, students are supposed to go for the Academic Tour in the cities with Heritage Craft Clusters, for e.g.
  - Jaipur: City with many craft clusters of Rajasthan.
  - Bhuj: Anokhi Textiles & Craft Museum and City with many craft clusters in Kutch
  - Varanasi: Craft Hub with 7 GI tagged Crafts
  - Puri: Many craft clusters in a radius of 60 kms
- After completion of the Second Year, students are supposed to go for the internship for 30 days with a Craft cluster in summers.
  - After completion of Cluster training, students are supposed to prepare a detailed project report based on the work they have done in their training.
- After completion of Final Year, students are supposed to go for Internship of 2 months preferably in a Craft based company.

## **2. Employment Opportunities of Diploma Holders in Craft Technology**

### **Employment Opportunities:**

1. Craft Designers & Curators
2. Designer with various state agencies in Craft sector
3. Entrepreneur.
4. Craft merchandisers.
5. Innovative Craft Pattern makers.
6. Designer with Buying and Design house.
7. Accessories Designer.
8. Teaching Institute – ITI, RVTI, Polytechnic and Colleges High school and Inter School.
9. Examiners for skill development programs.

### **Industry:**

1. Craft Industry
2. Television Industry
3. Textile Industry
4. Accessory Industry
5. Boutiques/Design Studio
6. Online E-Commerce
7. Buying House & Export House
8. Retail Market of the Craft Industry

### **Self-Employment:**

1. Job Work
2. Boutiques/Design Studio
3. Exhibition and sales
4. Small scale cottage industry for making crafts and accessories.
5. Making Utility and lifestyle products.

### 3. LEARNING OUTCOMES OF THE PROGRAMME

S.No.	Learning Outcomes
After due completion of the course, a. Diploma holder in Craft Technology will be able to:	
1.	Communicate effectively in the field of Craft Industry.
2.	Able to apply basic elements of designs.
3.	Able to apply basic principles of designs.
4.	Prepare designs for Craft in their specialized domain
5.	Design products based on requirement of the market.
6.	Appropriate knowledge of color schemes according to occasions.
7.	Able to develop products as per the requirement of the market.
8.	Able to fabricate products as per forthcoming trend.
9.	Able to design fashion accessories.
10.	Able to design costume jewelry.
11.	Full knowledge of different types of crafts and their application.
12.	Knowledge of craft and their variations.
13.	Designing variation of utility products.
14.	Quality control of craft
15.	Major knowledge of Craft Identification.
16.	Major knowledge of craft techniques.
17.	Designing for Crafts with diverse utilities.
18.	Knowledge of proper communication.
19.	Basic Knowledge of computer designing.
20.	Basic knowledge of E-Commerce.



## STUDY AND EVALUATION SCHEME FOR DIPLOMA PROGRAMME DIPLOMA IN CRAFT TECHNOLOGY

### FIRST SEMESTER

Sr. No.	SUBJECTS	STUDY SCHEME			Credits	MARKS IN EVALUATION SCHEME									Total Marks of Internal & External
		Periods/Week				INTERNAL ASSESSMENT			EXTERNAL ASSESSMENT						
						Th	Pr	Tot	Th	Hrs	Pr	Hrs	Tot		
1.1	Craft practices in India	6	-	-	5	20	-	20	50	2 ½	-	-	50	70	
1.2	Design Essentials	-	-	6	5	-	40	40	-	-	60	3	60	100	
1.3	Material exploration - I	2	-	4	5	20	10	30	50	2 ½	20	3	70	100	
1.4	Illustration I	-	-	6	5	-	40	40	-	-	60	3	60	100	
1.5	Digital Tool – I *	4	-	4	4	20	10	30	50	2 ½	20	3	70	100	
1.6	Communication skills*	4	-	4	4	20	10	30	50	2 ½	20	3	70	100	
#Student Centred Activities (SCA)		-	-	4	1	-	30	30	-	-	-	-	-	30	
Total		16	-	28	29	80	140	220	200	-	180	-	380	600	

\* Common with Costume Design and Garment Technology

# Student Centred Activities will comprise of co-curricular activities like extension lectures, self-study, games, hobby clubs e.g., photography etc., seminars, declamation contests, educational field visits, N.C.C., NSS, Cultural Activities, disaster management and safety etc.

**STUDY AND EVALUATION SCHEME FOR DIPLOMA PROGRAMME DIPLOMA IN CRAFT TECHNOLOGY  
SECOND SEMESTER**

Sr. No.	SUBJECTS	STUDY SCHEME			Credits	MARKS IN EVALUATION SCHEME									Total Marks of Internal & External
		Periods/Week				INTERNAL ASSESSMENT			EXTERNAL ASSESSMENT						
		L	T	P		Th	Pr	Tot	Th	Hrs	Pr	Hrs	Tot		
2.1	Design Thinking & Idea Generation	6	-	-	5	20	-	20	50	2 ½	-	-	50	70	
2.2	Material exploration - II	-	-	6	5	-	40	40	-	-	60	3	60	100	
2.3	Form visualization & representation	-	-	8	5	-	40	40	-	-	60	3	60	100	
2.4	Craft sensitization	6	-	-	5	20	-	20	50	2 ½	-	-	50	70	
2.5	Digital Tool – II *	4	-	4	4	20	10	30	50	2 ½	20	3	70	100	
2.6	English*	4	-	2	4	20	10	30	50	2 ½	20	3	70	100	
#Student Centred Activities (SCA)		-	-	4	1	-	30	30	-	-	-	-	-	30	
Total		20	-	24	29	80	130	210	200	-	160	-	360	570	

\* Common with Costume Design and Garment Technology

# Student Centred Activities will comprise of co-curricular activities like extension lectures, self-study, games, hobby clubs e.g. photography etc., seminars, declamation contests, educational field visits, N.C.C., NSS, Cultural Activities, disaster management and safety etc.

**STUDY AND EVALUATION SCHEME FOR DIPLOMA PROGRAMME DIPLOMA IN CRAFT TECHNOLOGY  
THIRD SEMESTER**

Sr. No.	SUBJECTS	STUDY SCHEME Periods/Week			Credits	MARKS IN EVALUATION SCHEME									Total Marks of Internal & External
		L	T	P		INTERNAL ASSESSMENT			EXTERNAL ASSESSMENT						
						Th	Pr	Tot	Th	Hrs	Pr	Hrs	Tot		
3.1	Trend Forecasting	6	-	-	4	20	-	20	50	2 ½	-	-	50	70	
3.2	Merchandising (handicrafts)	8	-	-	5	20	-	20	50	2 ½	-	-	50	70	
3.3	Craft concept	-	-	8	5	-	40	40	-	-	60	3	60	100	
3.4	ELECTIVE Paper	-	-	8	5	-	40	40	-	-	60	3	60	100	
3.5	*Environmental Studies	3	-	2	3	20	10	30	50	2 ½	20	3	70	100	
3.6	Basics of Management	6	-	-	4	20	-	20	50	2 ½	-	-	50	70	
#Student Centred Activities (SCA)		-	-	4	1	-	30	30	-	-	-	-	-	30	
Total		23	-	22	27	80	120	200	200	-	140	-	340	540	

**ELECTIVE Paper : (Select One)**

3.4.1	Traditional Hand Embroidery (Soft Material)
3.4.2	Paper Mache Art (Soft Material)
3.4.3	Woodware Design (Hard Material)
3.4.4	Embossing (metal-ware)
3.4.5	Carving (stone craft)
3.4.6	Decorative painting (Glassware)
3.4.7	Sketching and Painting (Ceramic)

\* Common with other diploma programmes

# Student Centred Activities will comprise of co-curricular activities like extension lectures, self study, games, hobby clubs e.g. photography etc., seminars, declamation contests, educational field visits, N.C.C., NSS, Cultural Activities, disaster management and safety etc.

APPROVED IN CDC MEETING OF BTE,UP,LUCKNOW DATED:26-09-2021

**STUDY AND EVALUATION SCHEME FOR DIPLOMA PROGRAMME DIPLOMA IN CRAFT TECHNOLOGY  
FOURTH SEMESTER**

Sr. No.	SUBJECTS	STUDY SCHEME			Credits	MARKS IN EVALUATION SCHEME									Total Marks of Internal & External
		Periods/Week				INTERNAL ASSESSMENT			EXTERNAL ASSESSMENT						
						Th	Pr	Tot	Th	Hrs	Pr	Hrs	Tot		
4.1	Craft Documentation - I	4	-	6	5	20	10	30	50	2 ½	20	3	70	100	
4.2	Form Development	-	-	6	5	-	40	40	-	-	60	3	60	100	
4.3	Packaging	4	-	4	5	20	10	30	50	2 ½	20	3	70	100	
4.4	Global Craft Traditions	6	-	-	4	20	-	20	50	2 ½	-	-	50	70	
4.5	Art Appreciation	8	-	-	4	20	-	20	50	2 ½	-	-	50	70	
#Student Centred Activities (SCA)		-	-	4	1	-	30	30	-	-	-	-	-	30	
Total		22	-	20	24	80	90	170	200	-	100	-	300	470	

**NOTE: Student will have to go in any craft cluster for duration of 4 weeks after the completion of 4<sup>th</sup> semester. The work done by student will be evaluated in 5<sup>th</sup> Semester.**

# Student Centred Activities will comprise of co-curricular activities like extension lectures, self study, games, hobby clubs e.g. photography etc., seminars, declamation contests, educational field visits, N.C.C., NSS, Cultural Activities, disaster management and safety etc.

**STUDY AND EVALUATION SCHEME FOR DIPLOMA PROGRAMME DIPLOMA IN CRAFT TECHNOLOGY  
FIFTH SEMESTER**

Sr. No.	SUBJECTS	STUDY SCHEME			Credits	MARKS IN EVALUATION SCHEME									Total Marks of Internal & External
		Periods/Week				INTERNAL ASSESSMENT			EXTERNAL ASSESSMENT						
						Th	Pr	Tot	Th	Hrs	Pr	Hrs	Tot		
-	Cluster Training	-	-	-	2	-	40	40	-	-	60	3	60	100	
5.1	Craft Documentation - II	4	-	6	5	20	10	30	50	2 ½	20	3	70	100	
5.2	Craft Innovation	-	-	6	5	-	40	40	-	-	60	3	60	100	
5.3	Entrepreneurship	6	-	-	5	20	-	20	50	2 ½	-	-	50	70	
5.4	Digital cataloguing	2	-	4	5	20	10	30	50	2 ½	20	3	70	100	
5.5	Photography *	4	-	2	4	20	10	30	50	2 ½	20	3	70	100	
5.6	Professional Practices	4	-	4	4	20	10	30	50	2 ½	20	3	70	100	
#Student Centred Activities (SCA)		-	-	4	1	-	30	30	-	-	-	-	-	30	
Total		20	-	26	31	100	150	250	250	-	200	-	450	700	

\* Common with Costume Design and Garment Technology

# Student Centred Activities will comprise of co-curricular activities like extension lectures, self study, games, hobby clubs e.g. photography etc., seminars, declamation contests, educational field visits, N.C.C., NSS, Cultural Activities, disaster management and safety etc.

**STUDY AND EVALUATION SCHEME FOR DIPLOMA PROGRAMME DIPLOMA IN CRAFT TECHNOLOGY  
SIXTH SEMESTER**

Sr. No.	SUBJECTS	STUDY SCHEME			Credits	MARKS IN EVALUATION SCHEME									Total Marks of Internal & External
		Periods/Week				INTERNAL ASSESSMENT			EXTERNAL ASSESSMENT						
		L	T	P		Th	Pr	Tot	Th	Hrs	Pr	Hrs	Tot		
6.1	Design Collection	-	-	20	15	-	80	80	-	-	120	3	120	200	
6.2	Cluster Project	-	-	15	10	-	80	80	-	-	120	-	120	200	
6.3	Sustainable Concepts*	4	-	-	3	20	-	20	50	2 ½	-	-	50	70	
#Student Centred Activities (SCA)		-	-	4	1	-	30	30	-	-	-	-	-	30	
Total		4	-	39	29	20	190	210	50	-	240	-	290	500	

\* Common with Costume Design and Garment Technology

# Student Centred Activities will comprise of co-curricular activities like extension lectures, self study, games, hobby clubs e.g. photography etc., seminars, declamation contests, educational field visits, N.C.C., NSS, Cultural Activities, disaster management and safety etc.

## 5. GUIDELINES FOR ASSESSMENT OF STUDENT CENTRED ACTIVITIES (SCA)

It was discussed and decided that the maximum marks for SCA should be 30 as it involves a lot of subjectivity in the evaluation. The marks may be distributed as follows:

- A) i. 10 Marks for general behavior and discipline  
(by HODs in consultation with all the teachers of the department)
- ii. 5 Marks for attendance as per following:  
(by HODs in consultation with all the teachers of the department)
  - a) 75 - 80% 2 Marks
  - b) 80 - 85% 4 Marks
  - c) Above 85% 5 Marks
- iii. 15 Marks maximum for Sports/NCC/Cultural/Co-curricular/ NSS activities as per following:  
(by In-charge Sports/NCC/Cultural/Co-curricular/NSS)
  - a) 15 - State/National Level participation
  - b) 10 - Participation in two of above activities
  - c) 5 - Inter-Polytechnic level participation

Note: There should be no marks for attendance in the internal sessional of different subjects.

## 1.1 Craft Practices in India

<b>L</b>	<b>T</b>	<b>P</b>
<b>6</b>	<b>0</b>	<b>0</b>

### Course Objectives:

The objective of this module is to impart knowledge of various Indian crafts and its functioning. It's current scenario as well as factors influencing them.

### Course Contents/Syllabus:

<b>Module</b>	<b>No. of Sessions (Theory/ Practical)</b>
<b>Module I: Historical Background of Indian craft</b>	
<b>Descriptors/Topics</b> Introduction to the basic concept in the evolution of crafts. Journey of various crafts over several decades and centuries.	<b>18</b>
<b>Module II: Zone wise Introduction of craft</b>	
<b>Descriptors/Topics</b> North, South, East, West, Central & North-east	<b>18</b>
<b>Module III: Types of craft</b>	
<b>Descriptors/Topics</b> Metal craft, Wood craft, Leather craft, Paper craft, Textile craft, Stone craft, Pottery / Clay work, Terracotta work, Gems and stone, Grass craft, Bamboo craft, etc.	<b>18</b>
<b>Module IV: Current Scenario of Craft</b>	
<b>Descriptors/Topics</b> Current situation of Craft in Domestic and International Market	<b>15</b>
<b>Module V: Factors influencing Craft</b>	
<b>Descriptors/Topics</b> Social, Economic, Technological, Psychological etc.	<b>15</b>

### Student Learning Outcomes:

At the end of the course the students will develop ability to:

- Develop understanding of various Indian crafts.
- Develop understanding of factors effecting crafts

### Pedagogy for Course Delivery:

- Blended learning
- Informed learning'
- PowerPoint presentations and lectures
- Demonstrations

### Text Reading:

- Handicrafts of India – M.P.Ranjan, Aditi Ranjan



## 1.2 Design Essentials

<b>L</b>	<b>T</b>	<b>P</b>
<b>0</b>	<b>0</b>	<b>6</b>

### Course Objectives:

This module is essential for developing the appropriate Fashion Design process, which imparts the knowledge to develop design skills for creating aesthetically good design.

### Course Contents/Syllabus:

Module	No. of Sessions (Theory/ Practical)
<b>Module I: Introduction to Design</b>	
<b>Descriptors/Topics</b> What is design, Types of design, Design basics, Design basics terminology Elements of design	<b>18</b>
<b>Module II: Lines</b>	
<b>Descriptors/Topics</b> Study of lines-Types of lines & their role in designing, Psychological & visual association Shapes Study of shapes -Types shapes & their role in designing, Psychological & visual association.	<b>18</b>
<b>Module III: Colors &amp; Texture</b>	
What is color, Dimensions of colors, Properties of colors, Psychology of colors, Color wheel, Color schemes, Visual effects Color related terminology, Role of colors in designing & their application, Color key chart. Types of textures, Categories of texture, Psychological & Visual association	<b>18</b>
<b>Module IV: Aesthetics of Design Elements</b>	
<b>Descriptors/Topics</b> Formal qualities, Expressive qualities, Symbolic qualities	<b>15</b>
<b>Module V: Principles of Design</b>	
<b>Descriptors/Topics</b> Balance, Proportion, Rhythm, Emphasis, Unity	<b>15</b>

### Student Learning Outcomes:

At the end of the course the students will develop ability to:

- Students will learn to the use & application of Design elements like Lines, Shapes, Texture & Color to make a successful design.
- They will develop the skill to combine design Elements & Principles in Fashion Design

### Pedagogy for Course Delivery:

- Blended learning
- Informed learning
- PowerPoint presentations and lectures
- Demonstrations

### Lab/ Practical's details, if applicable:

- Experiments will be conducted according to the module content.

### Text Reading:

- Visual Design in Dress by Marian L. Devis, Prentice Hall, 1980

### 1.3 Material Exploration I

**L**      **T**      **P**  
**2**      **0**      **4**

#### Course Objectives:

The module is focused to make students explore various types of innovative materials and their usage. This study will multiply the innovation capacity of a designer to experiment with varied materials and will help them to lead to innovation.

#### Course Contents/Syllabus:

<b>Module</b>	<b>No. of Sessions (Theory/ Practical)</b>
<b>Module I: Understanding of Materials</b>	
<b>Descriptors/Topics</b> Understanding of Materials and its Behavior	<b>15</b>
<b>Module II: Craft-wise material study</b>	
<b>Descriptors/Topics</b> Study of raw materials according to various crafts.	<b>18</b>
<b>Module III: Surface ornamentation - Textiles</b>	
<b>Descriptors/Topics</b> Experimentation on various textile surfaces to develop new concepts	<b>18</b>
<b>Module IV: Surface ornamentation – non-Textiles</b>	
<b>Descriptors/Topics</b> Experimentation on various materials like clay, terracotta, wood, metal etc. surfaces to develop new concepts	<b>18</b>
<b>Module V: Project</b>	
<b>Descriptors/Topics</b> Development of some innovative surface on various mediums.	<b>15</b>

#### Student Learning Outcomes:

At the end of the course the students will develop ability to:

- Work on various innovative materials
- To project their ideas through the use of different material's exploration in an effective way.

#### Pedagogy for Course Delivery:

- Blended learning
- Informed learning'
- PowerPoint presentations and lectures
- Demonstrations
- Experimentation

#### Lab/ Practical's details, if applicable:

- Experiments will be conducted according to the module content.

#### Text Reading:

- Handicrafts of India – M.P.Ranjan, Aditi Ranjan
- Ultra-materials -

## 1.4 Illustration I

<b>L</b>	<b>T</b>	<b>P</b>
<b>0</b>	<b>0</b>	<b>6</b>

### Course Objectives:

The study of this course develops the student's ability to visualize the ideas and putting them in concepts for products. However, the course begins with the introduction to different style features that would help develop innovative and visually appealing designs. It gives an understanding to different illustration techniques and explores other media for creating concepts through lectures and practical assignments.

### Course Contents/Syllabus:

Module	No. of Sessions (Theory/ Practical)
<b>Module I: Characters of a Good Design</b>	<b>18</b>
<b>Descriptors/Topics</b> Consideration of aesthetic, structural and functional aspects, General principles of illustration, unique selling proposition, concept development, Categories of products	
<b>Module II: Detailed Drawing of Basic products</b>	<b>15</b>
<b>Descriptors/Topics</b> Styles of products and its details; detailed features and other elements.	
<b>Module III: Introduction to Craft detail drawing</b>	<b>15</b>
<b>Descriptors/Topics</b> Drawing of various craft details as per different categories	
<b>Module IV: Rendering of designs into flat illustration</b>	<b>18</b>
<b>Descriptors/Topics</b> Rendering designs with different color mediums as per the requirement	
<b>Module V Accessory Design</b>	<b>18</b>
Drawing of basic fashion Accessory, Hand bags, Footwears, Neck pieces, Armlet, Anklet, Belts etc	

### Course Learning Outcomes:

At the end of the course the students will develop the ability to:

- Recognize, analyze & evaluate the basic details of products apply the same in illustration of the same
- Translate & apply acquired skills into designs
- Design craft sketches with understanding of details playing with color mediums to render designs in craft.

### Pedagogy for Course Delivery:

- Blended learning

- Informed learning
- PowerPoint presentations and lecture
- Demonstrations
- Market survey

**Lab/ Practical's details, if applicable:**

- Experiments will be conducted according to the module content.

**Text Reading:**

- Kelvey Kathryn Mc, Fashion Source Book
- Ireland Patrick John, Encyclopedia of fashion detail

**References:**

- Ireland Patrick John, Introduction to Fashion Design
- Tate Sharon Lee, Inside Fashion Design
- Kelvey Kathryn Mc., Illustrating Fashion

**1.5 Digital Tools – I**  
(Common with Diploma in Costume Design and Garment Technology)

<b>L</b>	<b>T</b>	<b>P</b>
<b>4</b>	<b>0</b>	<b>4</b>

**Course Objectives:**

The paper is designed to cover the aspects of Internet, social media and smart phones that are most relevant to day-to-day life and to make students aware of how to use it to the optimum.

**Course Contents/Syllabus:**

Module	No. of Sessions (Theory/ Practical)
<b>Module I: Internet Surfing &amp; Email</b>	
<b>Descriptors/Topics</b> Introduction to the basic social media platforms and other internet surfing tools including emails.	<b>20</b>
<b>Module II: Social Media (Social Networking Sites) &amp; Micro Blogging</b>	
<b>Descriptors/Topics</b> Introduction to the commercial social media platforms and their promotion tools and micro blogging	<b>20</b>
<b>Module III: Mastering Search Engines (Ad words Advertising)</b>	
<b>Descriptors/Topics</b> Training of Ad words advertising for promotion of one's business	<b>24</b>
<b>Module IV: Mobile Marketing</b>	
<b>Descriptors/Topics</b> Marketing on mobile based apps for Domestic and International Market	<b>24</b>
<b>Module V: Making Presentation</b>	
<b>Descriptors/Topics</b> Making presentations for marketing on various social media platforms	<b>24</b>

**Student Learning Outcomes:**

At the end of the course the students will develop ability to:

- Students will be able to perform the basic functions related to Net Surfing, Social Media & its utility in professional world.

**Pedagogy for Course Delivery:**

- Blended learning
- Informed learning
- PowerPoint presentations and lectures
- Demonstrations

**Lab/ Practical's details, if applicable:**

- Experiments will be conducted according to the module content.

**Text Reading:**

- **New media: Technique and trends**, by Ashwin Rajdan, Vitasta Publishing Pvt. Ltd.

**1.6 Communication Skills**  
(Common with Diploma in Costume Design and Garment Technology)

<b>L</b>	<b>T</b>	<b>P</b>
4	0	4

**Course Objectives:**

To prepare students in effective communication skills with modern communication techniques. The students will be exposed to various forms of personal and professional communication. The self-learning tasks designed will facilitate to enhance effective communication skills in a modern, globalized context.

**Course Contents/Syllabus:**

Module	No. of Sessions (Theory/ Practical)
<b>Module I: <u>Communication: The basics</u></b>	
<b>Descriptors/Topics</b> Definition of Communication; Function and purpose of Communication; Process of Communication; Barriers of Effective Communication; Types of communication, Verbal communication, on-verbal communication; The Impact of Communication on Performance	<b>20</b>
<b>Module II: <u>Business Communication</u></b>	
<b>Descriptors/Topics</b> Communication in Organizations: Internal Communication; Stake Holders in Internal Communication; Channels of Internal Communication; External Communication; Stake Holders in External Communication; Channels of External Communication. Communication Network: Scope and Types of Communication Network; Formal and Informal Communication Network; Upward Communication; Downward Communication; Horizontal Communication; Diagonal Communication.	<b>24</b>
<b>Module III: <u>Employment Communication</u></b>	
<b>Descriptors/Topics</b> Resume: Contents of Good Resume; Guidelines for Writing Resume; Different Types of Resumes; Reason for a Cover Letter to Apply for a Job-Format of Cover Letter; Different Types of Cover Letters, Job Interview: Importance and Factors Involving Job Interview; Characteristics of Job Interview; Job Interview Process; Job Interview Techniques- Manners and etiquettes to be maintained during an interview; Sample Questions Commonly asked During Interview	<b>24</b>
<b>Module IV: <u>e-Communication</u></b>	
<b>Descriptors/Topics</b> Basics of Computers, usage of Short cut keys, taking out print outs, page set ups, making of presentation & other related functions <u>Making and Delivering Presentations</u> Conversations, interviews, speeches and presentations. Answering questions, giving speeches, giving presentations, <i>key messages</i> 15	<b>24</b>
<b>Module V: <u>Language and Communication</u></b>	
<b>Descriptors/Topics</b> General Principles of Writing; Improving Writing Skills, Essentials of good style, Expressions and words to be avoided; Grammar and Usage	<b>20</b>

**Student Learning Outcomes:**

At the end of the course the students will develop ability to:

- Develop understanding of various Indian crafts.
- Develop understanding of factors effecting crafts

**Pedagogy for Course Delivery:**

- Blended learning
- Informed learning'
- PowerPoint presentations and lectures
- Demonstrations

**Lab/ Practical's details, if applicable:**

**List of Experiments:**

- Documentation
- Presentation & Viva

**Text Reading:**

**Skills Foundation Book** by John Jackman, Wendy Wren, Nelson Thornes





## 2.1 Design Thinking & Idea Generation

<b>L</b>	<b>T</b>	<b>P</b>
<b>6</b>	<b>0</b>	<b>0</b>

### Course Objectives:

This module is designed to inculcate the ability to think design by nurturing the potential of Idea generation. Students will be able to understand the design process and develop basic design attitudes and skills, which is required to become a design professional, who is a creative thinker having developed perceptual abilities. The module introduces foundational skills on how to plan, conduct, evaluate, and document idea generation in the form of brainstorming No. of Sessions (Theory/ Practical)s, collaborative whiteboard sketching and diagramming, idea sorting, concept mapping, scenario development, personae development, co-design and participatory design, and design concept definition.

### Course Contents/Syllabus:

Module	No. of Sessions (Theory/ Practical)
<b>Module I: Introduction to Design Thinking &amp; Idea Generation</b>	
<b>Descriptors/Topics</b> Mind mapping, Examples & case studies. Techniques of Idea Generation Scamper technique, Brainstorming, Understanding human needs.	<b>18</b>
<b>Module II: Design process</b>	
<b>Descriptors/Topics</b> Design brief, Analysis, Research, Specification Problem solving, conceptualizing & documenting, Presentation Development ,Testing ,Implementation ,Evaluation and conclusion Constructive criticism, Redesign	<b>18</b>
<b>Module III: Approaches to Design</b>	
<b>Descriptors/Topics</b> Various approaches to design	<b>18</b>
<b>Module IV: Methods of Designing</b>	
<b>Descriptors/Topics</b> Exploring ,Redefining, Managing ,Trend spotting	<b>15</b>
<b>Module V: Presentation</b>	
<b>Descriptors/Topics</b> Final presentation: class presentations of Final projects	<b>15</b>

### Student Learning Outcomes:

- Students will be able to demonstrate the design process and develop basic design attitudes and skills.
- Students will be able to portray foundational skills on how to plan, conduct, evaluate, and document ideas.

### Pedagogy for Course Delivery:

- Blended learning
- Informed learning'
- PowerPoint presentations and lectures
- Demonstrations

### Text Reading:

- **The Dynamics of Fashion** (Elain Stone) by Fairchild.

## 2.2 Material exploration II

<b>L</b>	<b>T</b>	<b>P</b>
<b>0</b>	<b>0</b>	<b>6</b>

### Course Objectives:

The module is focused to make students explore various types of innovative materials and their usage. This study will multiply the innovation capacity of a designer to experiment with varied materials and will help them to lead to innovation.

### Course Contents/Syllabus:

<b>Module</b>	<b>No. of Sessions (Theory/ Practical)</b>
<b>Module I: Understanding of Craft specific Materials</b>	
<b>Descriptors/Topics</b> Understanding of craft specific raw materials and its behavior	<b>15</b>
<b>Module II: Craft-wise material exploration</b>	
<b>Descriptors/Topics</b> Study of raw materials according to various crafts and finding new dimensions in other materials	<b>18</b>
<b>Module III: Innovation in material</b>	
<b>Descriptors/Topics</b> Experimentation on various materials to develop new concepts	<b>18</b>
<b>Module IV: Form development</b>	
<b>Descriptors/Topics</b> Experimentation on various materials like clay, terracotta, wood, metal etc. surfaces to develop new products based on innovative concepts	<b>18</b>
<b>Module V: Project</b>	
<b>Descriptors/Topics</b> Development of some innovative products on various mediums.	<b>15</b>

### Student Learning Outcomes:

At the end of the course the students will develop ability to:

- Students will learn to the use & application of Design elements like Lines, Shapes, Texture & Color to make a successful design.
- They will develop the skill to combine design Elements & Principles in Fashion Design
- To develop new products

### Pedagogy for Course Delivery:

- Blended learning
- Informed learning
- PowerPoint presentations and lectures
- Demonstrations

### Lab/ Practical's details, if applicable:

**Experiments:**

- Innovation in material
- Form development
- Documentation
- **Experiments will be conducted according to the module content.**

**Text Reading:**

- Handicrafts of India – M.P.Ranjan, Aditi Ranjan
- Ultra materials

## 2.3 Form Visualization & Representation

**L**      **T**      **P**  
**0**      **0**      **8**

### Course Objectives:

This module is designed to develop the skill of free hand drawing in order to visualize and analyze, observe and communicate ideas and concepts. It will make students understand the basics of sketching and communicating their craft ideas through drawing. Students will also develop an understanding of a “Craft” with various views that conveys the essential basics for form development and representation

### Course Contents/Syllabus:

<b>Module</b>	<b>No. of Sessions (Theory/ Practical)</b>
<b>Module I: Basic line &amp; shading exercise</b>	
<b>Descriptors/Topics</b> • Lines & Shading exercises using various pencil & color mediums. Such as, • Grade pencils • Color pencils • Poster color/ water color Nature study (Nature in form, Nature in print, Nature in texture)	<b>24</b>
<b>Module II: Sketching of natural forms</b>	
<b>Descriptors/Topics</b> Sketching of natural forms from nature like flowers, leaves, branches, plants etc. • Conversion of natural forms into design forms. • Copying various textures from nature.	<b>24</b>
<b>Module III: Perspectives</b>	
<b>Descriptors/Topics</b> Introduction to Perspective- • 1 Point Perspective • 2 Point Perspective • 3 Point Perspective	<b>20</b>
<b>Module IV: Object Drawing</b>	
<b>Descriptors/Topics</b> • Drawing of 3-D geometrical shapes in different angles. Such as Cube, Pyramid, Cuboids, Cylindrical forms. • Drawing manmade objects in different angles. Such as Bottles, Sharpener, Glass, Pencil, Pen etc.	<b>24</b>
<b>Module V: Project</b>	
<b>Descriptors/Topics</b> Development of some innovative surface on various mediums.	<b>20</b>

### Student Learning Outcomes:

- Students will develop an understanding of natural forms, man- made objects, perspective and crafts, forming the basis of form development & representation

### Pedagogy for Course Delivery:

- Blended learning
- Informed learning
- PowerPoint presentations and lectures
- Demonstrations
- Experimentation

**Lab/ Practical's details, if applicable:**

**List of Experiments:**

- Working on various stationary material's
- Drawing
- Documentation
- Visits to places for perspective drawing
- Experiments will be conducted according to the module content.

**Text Reading:**

- Still life by Sanjay Shelar, Jyotsna Prakashan Pune ,1st Edition,2007
- Fashion Drawing: The Basic Principles by Anne Allen and Julion Seama publisher B T Bestford
- Fashion Design Drawing & Presentation by Patchic, J. Ireland Delhi, publisher Om Books International

## 2.4 Craft Sensitization

<b>L</b>	<b>T</b>	<b>P</b>
<b>6</b>	<b>0</b>	<b>0</b>

### Course Objectives:

This course is designed for students to create familiarity to crafts. Better understand the real working scenario of craft clusters. To understand the core values, ethics related to craft and its artisans.

### Course Contents/Syllabus:

Module	No. of Sessions (Theory/ Practical)
<b>Module I: Introduction to Origin of Crafts</b>	
<b>Descriptors/Topics</b> Introduction to crafts and its origin in order to get audience connect	<b>15</b>
<b>Module II: Folk Stories &amp; Craft</b>	
<b>Descriptors/Topics</b> Folk stories behind craft to understand the purpose and journey of craft	<b>18</b>
<b>Module III: Artisans</b>	
<b>Descriptors/Topics</b> Creating empathy with craft and its artisans to better understand the working scenario of craft sector	<b>18</b>
<b>Module IV: Ethics &amp; Craft</b>	
<b>Descriptors/Topics</b> Guidance to consumer in order to maintain the ethics of craft	<b>18</b>
<b>Module V: Core Values</b>	
<b>Descriptors/Topics</b> Maintaining the core values associated with crafts to get the recognition and respect it deserves.	<b>15</b>

### Student Learning Outcomes:

- Student become adhere to the core values of crafts and maintain it.

### Pedagogy for Course Delivery:

- Blended learning
- Informed learning'
- PowerPoint presentations and lectures
- Demonstrations

### Text Reading:

- Handicrafts of India by M.P. Ranjan & Aditi Ranjan

**2.5 Digital Tools – II**  
(Common with Diploma in Costume Design and Garment Technology)

<b>L</b>	<b>T</b>	<b>P</b>
<b>4</b>	<b>0</b>	<b>4</b>

**Course Objectives:**

The objective is to create an understanding of various design specific soft-wares and their functioning.

**Course Contents/Syllabus:**

Module	No. of Sessions (Theory/ Practical)
<b>Module I: Corel Draw</b>	
<b>Descriptors/Topics</b> Introduction to Corel Draw, Terminology & Concept, Overview of the software Object, Drawing, Vector Graphic, Bitmap, Flyouts, Artistic Text, Paragraph Text, Title Bar, Menu Bar, Toolbar, Toolbox, Drawing Window, Property Bar, Editing Tools, Curve a Line, Closed Objects, Mirror, Rotate, Pen Tool, Outline Tool, Drawing Rectangles and Squares, Drawing Ellipses, Circles, Arcs, Drawing Polygons And Stars, Drawing Spirals, Drawing Grids, Drawing Predefined Shapes, Digitization of products, Shaping Objects, Basic & Advance Shapes, Drawing Shapes.	<b>20</b>
<b>Module II: Designing Tools</b>	
<b>Descriptors/Topics</b> Working With Filling Objects, Symbol, Colors <u>Applying Uniform Fills, Fountain Fills, Pattern Fills, Texture Fills, Postscript Texture Fills, Using Symbols In Drawings, Managing Collections And Libraries, Sharing Symbols Between Drawings, Choosing Colors, Creating Custom Color Palettes, To Choose a Color Using a Fixed Or Custom Color Palette, Adding Three Dimensional Effects to Objects, Changing the Transparency of Objects, Adding &amp; Formatting Text, Shifting And Rotating Text, Fitting Text To A Path, Theme Based Conceptualization of Croquis and Corresponding Jewelry Set, Four Theme Based Croquis, Female Croquis with Help of Measurement, Jewelry, Gold Shading, Kundan, Stones, Diamond , Rings, Necklace, Earrings</u>	<b>24</b>
<b>Module III: Photoshop</b>	
<b>Descriptors/Topics</b> Photoshop terminology & concept , Over view of the software, Creating a new document, Opening an image to edit, Cropping an image, Using brush & pencil, Adding & creating gradient, Making different shapes, Making selection with different selection tools, Elliptical marquee, Rectangle marquee, Lasso Tool(Polygonal & Magnetic Lasso tool), Magic wand, Add to Selection, Subtract from selection, Intersect with selection & Feathering.	<b>20</b>
<b>Module IV: Layers</b>	
<b>Descriptors/Topics</b> <u>Working with layers, Creating new layer (Layer via cut &amp; copy), Duplicate layer, renaming a layer, deleting layer, Rearranging layers, Advanced Practice of Layers, Layer style, Merging Layers (merge down, merge visible), Linking layers, flatten image, Locking &amp; unlocking background layer, Blending modes, Changing opacity of layers, Creating layer set, Attributes of an Image (Sizing &amp; transforming images)</u>	<b>24</b>
<b>Module V: Repairing &amp; Retouching Tools</b>	
<b>Descriptors/Topics</b>	<b>24</b>



Healing Brush, Patch tool, Clone stamp, Pattern stamp, Eraser Tool, Dodge, Burn & Sponge tool, Warping text, Rasterizing text layer, Changing the transparency of objects. Creating Pattern like Khadi, Silk, Denim, Jute, Cotton etc. Collage Making, Poster Making, Composition & Calendar, Applying makeup on a face. <u>Setting up the Project Database, Assigning and Copying Object Data, Viewing an Object Data Summary, Making Composition &amp; Posters based on various themes.</u>	
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**Student Learning Outcomes:**

- Students will be able to perform the basic operation of fashion design like making fashion croques, creating motifs and designing jewelry through the computer.

**Pedagogy for Course Delivery:**

- Blended learning
- Informed learning
- PowerPoint presentations and lectures
- Demonstrations

**Lab/ Practical's details, if applicable:**

- Experiments will be conducted according to the module content.
- 

**Text Reading:**

- Coreldraw X4 (Lawpoint Publications).
- Rapidex DTP Course (Shirish Chavan).

**2.6 English**  
(Common with Diploma in Costume Design and Garment Technology)

<b>L</b>	<b>T</b>	<b>P</b>
<b>4</b>	<b>0</b>	<b>2</b>

**Course Objectives:**

To make students understand the proper usage of English language.

**Course Contents/Syllabus:**

Module	No. of Sessions (Theory/ Practical)
<b>Module I: <u>Basics of English</u></b>	
<b>Descriptors/Topics</b> Introduction to Communication, Grammar- Consonant & Vowel Sounds, Indianism, Syllable & Syllable Stress, Articles, Tense & Time, Preposition, Prepositional Phrases, Subject-Verb Agreement, Intonation & Modulation, Conjunctions	<b>15</b>
<b>Module II: <u>Writing Techniques &amp; Vocabulary</u></b>	
<b>Descriptors/Topics</b> Composition Writing, Business Letters (Functions of a Business Letter, Layout of a Business Letter, Other important parts of business letter, Salient Features of a Business Letter, Kinds of Business Letters, Application Writing, Paronyms, Synonyms, Antonyms	<b>18</b>
<b>Module III: <u>Conversation Skills</u></b>	
<b>Descriptors/Topics</b> Nature of Conversation, Purpose of Conversation, Guidelines for Effective Conversation Skills, Proverbs used in Everyday Conversation with their Meanings/Explanations, How to Greet, Introducing Oneself	<b>15</b>
<b>Module IV: <u>Verbal &amp; Non-verbal Communication</u></b>	
<b>Descriptors/Topics</b> <u>Verbal communication</u> - Extempore, Just a Minute, Declamation, Dialogue & monologue, Non verbal communication- Guess the Mime, Dumb charades, Facial Expressions, Dressing & clothing, Oral Communication – Day to day talk, formal talk, informal talk, conversation <u>Non Verbal Communication</u> - Body Language, Right body postures, Eye contact, Pet Fiddles, How to walk talk & present oneself, Group Discussion Skills(Meaning, Characteristic, Do's & Don'ts, Relevance, Moderating a group Discussion, Presentation Skills, Confidence, Effective delivery of ideas, convincing the clientele/audience, basic Courtesies.	<b>18</b>
<b>Module V: <u>Design Communication</u></b>	
<b>Descriptors/Topics</b> Collecting newspaper clippings, articles related to Fashion, Magazine articles, Group Discussions, Debates & Dialogue, Telephonic Etiquettes, Use of telephone, Radio, TV, newsletter, Mails, news or Magazine Articles, and Newspaper Columns, learning how to make PPT's, number of Slides, font, font size, Table Insertions, Picture, Clip Art, Chart,	<b>18</b>

**Student Learning Outcomes:**

- Students will be able to understand and communicate their ideas in English properly.

**Pedagogy for Course Delivery:**

- Blended learning
- Informed learning'
- PowerPoint presentations and lectures
- Demonstrations

**Lab/ Practical's details, if applicable:****List of Experiments:**

- Documentation
- Presentation

**Text Reading:**

- Practical English Usage (3<sup>rd</sup> edition), Michael Swan
- Oxford English Grammar, Sidney Greenbaum
- High School English Grammar & Composition by Wren & Martin from S. Chand & Company Publications.

### 3.1 Trend Forecasting

<b>L</b>	<b>T</b>	<b>P</b>
<b>6</b>	<b>0</b>	<b>0</b>

#### Course Objectives:

In this module students will learn to forecast the future demand for craft products, textiles and colours as it is an important aspect of the Craft & Lifestyle industry. Forecasting is a creative process that can be understood, practiced and applied. Forecasting provides a way for executives to expand their thinking about changes, through anticipating the future, and projecting the likely outcomes. This module involves the following activities such as studying market conditions, noting the life style of the people, researching sales statistics, evaluating popular designer collections, surveying publications, observing Interior & Exterior Design trend worldwide etc.

#### Course Contents/Syllabus:

<b>Module</b>	<b>No. of Sessions (Theory/ Practical)</b>
<b>Module I: <u>Trend Forecasting &amp; its types</u></b>	
<b>Descriptors/Topics</b> Forecasting (Time based), Short term forecasting, long term forecasting, Forecasting (Technique based), Judgmental forecasting, Intuitive forecasting, Delphi technique	<b>18</b>
<b>Module II: <u>Boards</u></b>	
<b>Descriptors/Topics</b> Theme Board, Mood Board, Color Board, Client Board, Silhouette Board, Swatch Board, Story Board	<b>18</b>
<b>Module III: <u>Color Forecasting</u></b>	
<b>Descriptors/Topics</b> Its importance, Its impact on fashion scenario, 24 moods categorization	<b>15</b>
<b>Module IV: <u>Trend Analysis</u></b>	
<b>Descriptors/Topics</b> Identification / Selection of target market, Trend analysis of earlier seasons to understand trend spotting methods & trend lifecycles, Forecast interpretation of the current / subsequent season, Developing Style directions based on selected markets, Trend reporting & data presentation	<b>18</b>
<b>Module V: <u>Trend Spotting</u></b>	
<b>Descriptors/Topics</b> National & International Trend Spotting	<b>15</b>

#### Student Learning Outcomes:

- Students will be able to understand forecasting and it's utility.
- They will start using the correct procedure of designing i.e. trend analysis, preparation of boards & design collection.

#### Pedagogy for Course Delivery:

- Blended learning
- Informed learning'

- PowerPoint presentations and lectures
- Demonstrations

**Text Reading:**

- **Color Forecasting** – Tracy Diane & Cassidy,
- **Color Harmony 2**-(Bride M. Whelan) by Thames and Hudson,
- **Beyond Design** -(Sandra J. Keiser, Myrna B. Garner).
- **Magazine:** Trends, Interiors, Home, Architectural Digest, CN Traveler, Vogue, GQ and many more.

### 3.2 Merchandising (Handicrafts)

**L**     **T**     **P**  
**8**     **0**     **0**

#### Course Objectives:

In this module student will learn analysis of the market and customer trends,

#### Course Contents/Syllabus:

<b>Module</b>	<b>No. of Sessions (Theory/ Practical)</b>
<b>Module I: Analysis of Market</b>	
<b>Descriptors/Topics</b> Analyze market for trends, Identify existing products ruling the market, leading brands, textures & colors	<b>20</b>
<b>Module II: Internal Trends</b>	
<b>Descriptors/Topics</b> Study internal organization trends as per specific crafts, their existence in market, scope of expansion and innovation	<b>20</b>
<b>Module III: Product Line</b>	
<b>Descriptors/Topics</b> Identification of market clues for product line, tapping the gap in demand-supply chain, creating products accordingly.	<b>24</b>
<b>Module IV: Organization Skills</b>	
<b>Descriptors/Topics</b> team work, coordination with colleagues and work as a team, maintain safe work environment, maintain personal health	<b>24</b>
<b>Module V: Project</b>	
<b>Descriptors/Topics</b> Development of some market strategy reports along with prospective product line	<b>24</b>

#### Student Learning Outcomes:

Students will understand role of merchandiser in craft industry.

#### Pedagogy for Course Delivery:

- Blended learning
- Informed learning
- PowerPoint presentations and lectures
- Demonstrations
- Experimentation

#### Text Reading:

- Management: James A Stoner & R. Edward Freeman, Pearson Education
- Principle & Practice of Management: L.M. Prasad, Sultan Publication

### 3.3 Craft Concepts

**L**      **T**      **P**  
**0**      **0**      **8**

#### Course Objectives:

This course is designed to make students aware of the heritage concepts of Craft.

#### Course Contents/Syllabus:

<b>Module</b>	<b>No. of Sessions (Theory/ Practical)</b>
<b>Module I: Basic concept</b>	
<b>Descriptors/Topics</b> Basic concept of various crafts, their origin, journey so far, reasons for survival or extinction.	<b>20</b>
<b>Module II: Design Exploration</b>	
<b>Descriptors/Topics</b> Design exploration, market exploration, Identification of upcoming trend, creation of new concept	<b>20</b>
<b>Module III: Color Concepts</b>	
<b>Descriptors/Topics</b> Existing color concepts, color forecasting, scope of new palette	<b>24</b>
<b>Module IV: Improvisations</b>	
<b>Descriptors/Topics</b> modifications and improvisations in craft aspects for innovation	<b>24</b>
<b>Module V: Project</b>	
<b>Descriptors/Topics</b> Development of some innovative designs in crafts.	<b>24</b>

#### Student Learning Outcomes:

- Student becomes familiar with intricate details and modification aspects of crafts.

#### Pedagogy for Course Delivery:

- Blended learning
- Informed learning
- PowerPoint presentations and lectures
- Demonstrations
- Experimentation

#### Lab/ Practical's details, if applicable:

##### List of Experiments:

- Working on various material's surface
- Innovating on various materials
- Documentation
- Visits to artisans and craft units (local)

#### Text Reading:

- Handicrafts of India – M.P.Ranjan, Aditi Ranjan

- Ultra materials



### 3.4 Elective Paper (Soft Material)

#### 3.4.1 Traditional Hand Embroidery (Phulkari emb./ Chikankari emb/ Zari – Zardozi emb.)

<b>L</b>	<b>T</b>	<b>P</b>
<b>0</b>	<b>0</b>	<b>8</b>

#### Course Objectives:

In this module student will learn minute details of the traditional embroidery.

#### Course Contents/Syllabus:

Module	No. of Sessions (Theory/ Practical)
<b>Module I: Team work</b>	
<b>Descriptors/Topics</b> Working in a Team, Maintain work area and tools	<b>20</b>
<b>Module II: Workplace Standards</b>	
<b>Descriptors/Topics</b> Maintain health, safety and security at workplace	<b>20</b>
<b>Module III: Quality concepts</b>	
<b>Descriptors/Topics</b> Contribute to achieve quality in hand embroidery	<b>20</b>
<b>Module IV: Improvisations</b>	
<b>Descriptors/Topics</b> modifications and improvisations in craft aspects	<b>20</b>
<b>Module V: Project</b>	
<b>Descriptors/Topics</b> Prepare and carry out Phulkari embroidery as per given specifications / Prepare and carry out Chikankari embroidery as per given specifications / Prepare for carrying out Zari-Zardozi embroidery as per given specifications	<b>32</b>

#### Course Learning Outcomes:

- Students will prepare for embroidery work.

#### Pedagogy for Course Delivery:

- Blended learning
- Informed learning
- PowerPoint presentations and lecture
- Demonstrations
- Market survey

#### Lab/ Practical's details, if applicable:

- Experiments will be conducted according to the module content.

#### Text Reading:

- Handicrafts of India – M.P.Ranjan, Aditi Ranjan

### 3.4 Elective Paper (Soft Material)

#### 3.4.2 Paper Mache Art

<b>L</b>	<b>T</b>	<b>P</b>
<b>0</b>	<b>0</b>	<b>8</b>

#### Course Objectives:

This module will develop design sense for paper Mache art as per motif and colour.

#### Course Contents/Syllabus:

Module	No. of Sessions (Theory/ Practical)
<b>Module I: Team work</b>	
<b>Descriptors/Topics</b> Working in a Team, Maintain work area and tools	<b>20</b>
<b>Module II: Workplace Standards</b>	
<b>Descriptors/Topics</b> Maintain health, safety and security at workplace	<b>20</b>
<b>Module III: Quality concepts</b>	
<b>Descriptors/Topics</b> Contribute to achieve quality in paper mache	<b>24</b>
<b>Module IV: Improvisations</b>	
<b>Descriptors/Topics</b> Creation of Design for paper mache	<b>24</b>
<b>Module V: Project</b>	
<b>Descriptors/Topics</b> Prepare and carry out paper mache as per given specifications	<b>24</b>

#### Course Learning Outcomes:

- Students will prepare for paper mache.

#### Pedagogy for Course Delivery:

- Blended learning
- Informed learning
- PowerPoint presentations and lecture
- Demonstrations
- Market survey

#### Lab/ Practical's details, if applicable:

- Experiments will be conducted according to the module content.

#### Text Reading:

- Handicrafts of India – M.P.Ranjan, Aditi Ranjan

### 3.4 Elective Paper (Hard Material)

#### 3.4.3 Woodware Design

<b>L</b>	<b>T</b>	<b>P</b>
<b>0</b>	<b>0</b>	<b>8</b>

#### Course Objectives:

This module will develop design sense for wood-ware products.

#### Course Contents/Syllabus:

Module	No. of Sessions (Theory/ Practical)
<b>Module I: Team work</b>	
<b>Descriptors/Topics</b> Working in a Team, Maintain work area and tools	<b>20</b>
<b>Module II: Workplace Standards</b>	
<b>Descriptors/Topics</b> Maintain health, safety and security at workplace	<b>20</b>
<b>Module III: Quality concepts</b>	
<b>Descriptors/Topics</b> Coordinate with the design team and production team for product development	<b>24</b>
<b>Module IV: Improvisations</b>	
<b>Descriptors/Topics</b> Conceptualize the woodware product design according to customer, Finalize the design with complete detailing and relevant documentation,	<b>24</b>
<b>Module V: Project</b>	
<b>Descriptors/Topics</b> Prepare and carry out wood work as per given specifications	<b>24</b>

#### Course Learning Outcomes:

- Students will prepare for wood work.

#### Pedagogy for Course Delivery:

- Blended learning
- Informed learning
- PowerPoint presentations and lecture
- Demonstrations
- Market survey

#### Lab/ Practical's details, if applicable:

- Experiments will be conducted according to the module content.

#### Text Reading:

- ☐ Handicrafts of India – M.P.Ranjan, Aditi Ranjan

**3.4 Elective Paper (Hard Material)**  
**3.4.4 Embossing (Metal-ware)**

**L      T      P**  
**0      0      8**

**Course Objectives:**

This module will develop emboss technique to the student for metal ware products.

**Course Contents/Syllabus:**

Module	No. of Sessions (Theory/ Practical)
<b>Module I: Team work</b>	
<b>Descriptors/Topics</b> Working in a Team, Maintain work area and tools	<b>20</b>
<b>Module II: Workplace Standards</b>	
<b>Descriptors/Topics</b> Maintain health, safety and security at workplace	<b>20</b>
<b>Module III: Quality concepts</b>	
<b>Descriptors/Topics</b> Contribute to achieve quality in metal ware, Basic business management	<b>24</b>
<b>Module IV: Improvisations</b>	
<b>Descriptors/Topics</b> Creation of Design for metal ware, Emboss the metal surface	<b>24</b>
<b>Module V: Project</b>	
<b>Descriptors/Topics</b> Prepare and carry out metal ware as per given specifications	<b>24</b>

**Course Learning Outcomes:**

- Students will prepare for metal ware.
- Students will learn motif designing through emboss technique

**Pedagogy for Course Delivery:**

- Blended learning
- Informed learning
- PowerPoint presentations and lecture
- Demonstrations
- Market survey

**Lab/ Practical's details, if applicable:**

- Experiments will be conducted according to the module content.

**Text Reading:**

- Handicrafts of India – M.P.Ranjan, Aditi Ranjan

**3.4 Elective Paper (Hard Material)**  
**3.4.5 Carving (Stone Craft)**

**L      T      P**  
**0      0      8**

**Course Objectives:**

This module will develop carving technique to the student for stone craft.

**Course Contents/Syllabus:**

Module	No. of Sessions (Theory/ Practical)
<b>Module I: Team work</b>	
<b>Descriptors/Topics</b> Working in a Team, Maintain work area and tools	<b>20</b>
<b>Module II: Workplace Standards</b>	
<b>Descriptors/Topics</b> Maintain health, safety and security at workplace	<b>20</b>
<b>Module III: Quality concepts</b>	
<b>Descriptors/Topics</b> Contribute to achieve quality in stone ware, Basic business management	<b>24</b>
<b>Module IV: Improvisations</b>	
<b>Descriptors/Topics</b> Creation of Design for stone ware, carve stone to create stoneware product	<b>24</b>
<b>Module V: Project</b>	
<b>Descriptors/Topics</b> Prepare and carry out stone ware as per given specifications	<b>24</b>

**Course Learning Outcomes:**

- Students will prepare for stone ware.
- Students will learn carving technique through different tools.

**Pedagogy for Course Delivery:**

- Blended learning
- Informed learning
- PowerPoint presentations and lecture
- Demonstrations
- Market survey

**Lab/ Practical's details, if applicable:**

- Experiments will be conducted according to the module content.

**Text Reading:**

- ☐ Handicrafts of India – M.P.Ranjan, Aditi Ranjan

**3.4 Elective Paper (Fire Material)**  
**3.4.6 Decorative Painting (Glassware)**

**L      T      P**  
**0      0      8**

**Course Objectives:**

This module will develop painting technique to the student for glassware craft.

**Course Contents/Syllabus:**

Module	No. of Sessions (Theory/ Practical)
<b>Module I: Team work</b>	
<b>Descriptors/Topics</b> Working in a Team, Maintain work area and tools	<b>20</b>
<b>Module II: Workplace Standards</b>	
<b>Descriptors/Topics</b> Maintain health, safety and security at workplace	<b>20</b>
<b>Module III: Quality concepts</b>	
<b>Descriptors/Topics</b> Prepare for making decorative design on glass, Basic business management	<b>24</b>
<b>Module IV: Improvisations</b>	
<b>Descriptors/Topics</b> Creation of Design for glass articles, Making decorative design on glass article	<b>24</b>
<b>Module V: Project</b>	
<b>Descriptors/Topics</b> Prepare and carry out glass articles as per given specifications	<b>24</b>

**Course Learning Outcomes:**

- Students will prepare for glass articles.
- Students will learn glass painting technique through different tools

**Pedagogy for Course Delivery:**

- Blended learning
- Informed learning
- PowerPoint presentations and lecture
- Demonstrations
- Market survey

**Lab/ Practical's details, if applicable:**

- Experiments will be conducted according to the module content.

**Text Reading:**

- Handicrafts of India – M.P.Ranjan, Aditi Ranjan

**3.4 Elective Paper (Fire Material)**  
**3.4.7 Sketching and Painting (Ceramics)**

**L      T      P**  
**0      0      8**

**Course Objectives:**

This module will develop painting and sketching technique to the student for ceramic craft.

**Course Contents/Syllabus:**

Module	No. of Sessions (Theory/ Practical)
<b>Module I: Team work</b>	
<b>Descriptors/Topics</b> Working in a Team, Maintain work area and tools	<b>20</b>
<b>Module II: Workplace Standards</b>	
<b>Descriptors/Topics</b> Maintain health, safety and security at workplace	<b>20</b>
<b>Module III: Quality concepts</b>	
<b>Descriptors/Topics</b> Contribute to achieve quality in stone ware, Basic business management	<b>24</b>
<b>Module IV: Improvisations</b>	
<b>Descriptors/Topics</b> Perform sketching, Perform coloring /painting on ceramics	<b>24</b>
<b>Module V: Project</b>	
<b>Descriptors/Topics</b> Prepare and carry out stone ware as per given specifications	<b>24</b>

**Course Learning Outcomes:**

- Students will prepare for ceramics.
- Students will learn painting and sketching technique for ceramic craft.

**Pedagogy for Course Delivery:**

- Blended learning
- Informed learning
- PowerPoint presentations and lecture
- Demonstrations
- Market survey

**Lab/ Practical's details, if applicable:**

- Experiments will be conducted according to the module content.

**Text Reading:**

- Handicrafts of India – M.P.Ranjan, Aditi Ranjan

### 3.5 ENVIRONMENTAL STUDIES (Common with Other Diploma Courses)

<b>L</b>	<b>T</b>	<b>P</b>
<b>3</b>	<b>0</b>	<b>2</b>

#### Course Objectives:

A diploma holder must have knowledge of different types of pollution caused due to industries and constructional activities so that he may help in balancing the ecosystem and controlling pollution by various control measures. He should also be aware of environmental laws related to the control of pollution. He should know how to manage the waste. Energy conservation is the need of hour. He should know the concept of energy management and its conservation.

#### Course Content:

Modules	No. of Sessions (Theory)
1. Introduction  1.1 Basics of ecology, eco system- concept, and sustainable development, Resources renewable and non renewable.	(04 Periods)
2. Air Pollution  2.1 Source of air pollution. Effect of air pollution on human health, economy, plant, animals. Air pollution control methods.	(04 Periods)
3. Water Pollution  3.1 Impurities in water, Cause of water pollution, Source of water pollution. Effect of water pollution on human health, Concept of dissolved O <sub>2</sub> , BOD, COD. Prevention of water pollution- Water treatment processes, Sewage treatment. Water quality standard.	(08 Periods)
4. Soil Pollution  4.1 Sources of soil pollution 4.2 Types of Solid waste- House hold, Hospital, From Agriculture, Biomedical, Animal and human, excreta, sediments and E-waste 4.3 Effect of Solid waste 4.4 Disposal of Solid Waste- Solid Waste Management	(06 Periods)
5. Noise pollution  Source of noise pollution, Unit of noise, Effect of noise pollution, Acceptable noise level, Different method of minimize noise pollution.	(06 Periods)



6.	Environmental Legislation  Introduction to Water (Prevention and Control of Pollution) Act 1974, Introduction to Air (Prevention and Control of Pollution) Act 1981 and Environmental Protection Act 1986, Role and Function of State Pollution Control Board and National Green Tribunal (NGT), Environmental Impact Assessment (EIA).	(08 Periods)
7.	Impact of Energy Usage on Environment  Global Warming, Green House Effect, Depletion of Ozone Layer, Acid Rain. Eco-friendly Material, Recycling of Material, Concept of Green Buildings.	(06 Periods)

### LIST OF PRACTICALS

1. Determination of pH of drinking water
2. Determination of TDS in drinking water
3. Determination of TSS in drinking water
4. Determination of hardness in drinking water
5. Determination of oil & grease in drinking water
6. Determination of alkalinity in drinking water
7. Determination of acidity in drinking water
8. Determination of organic/inorganic solid in drinking water
9. Determination of pH of soil
10. Determination of N&P (Nitrogen & Phosphorus) of soil
11. To measure the noise level in classroom and industry.
12. To segregate the various types of solid waste in a locality.
13. To study the waste management plan of different solid waste
14. To study the effect of melting of floating ice in water due to global warming

### Student Learning Outcomes:

After undergoing the subject, the student will be able to:

- Comprehend the importance of ecosystem and sustainable
- Demonstrate interdisciplinary nature of environmental issues
- Identify different types of environmental pollution and control measures.
- Take corrective measures for the abatement of pollution.
- Explain environmental legislation acts.
- Define energy management, energy conservation and energy efficiency
- Demonstrate positive attitude towards judicious use of energy and environmental protection
- Practice energy efficient techniques in day-to-day life and industrial processes.
- Adopt cleaner productive technologies
- Identify the role of non-conventional energy resources in environmental protection.
- Analyze the impact of human activities on the environment

### Pedagogy for Course Delivery:

In addition to theoretical instructions, different activities pertaining to Environmental Studies like expert lectures, seminars, visits to green house, effluent treatment plant of any industry, rain water harvesting plant etc. may also be organized.

### **E Links & Tutorials**

[https://en.wikipedia.org/wiki/Environmental\\_ethics](https://en.wikipedia.org/wiki/Environmental_ethics)

<https://www.conserve-energy-future.com/environmental-ethics.php>

### **RECOMMENDED BOOKS**

1. Environmental and Pollution Awareness by Sharma BR; Satya Prakashan, New Delhi.
2. Environmental Protection Law and Policy in India by Thakur Kailash; Deep and Deep Publications, New Delhi.
3. Environmental Pollution by Dr. RK Khitoliya; S Chand Publishing, New Delhi
4. Environmental Science by Deswal and Deswal; Dhanpat Rai and Co. (P) Ltd. Delhi.
5. Engineering Chemistry by Jain and Jain; Dhanpat Rai and Co. (P) Ltd. Delhi.
6. Environmental Studies by Erach Bharucha; University Press (India) Private Ltd., Hyderabad.
7. Environmental Engineering and Management by Suresh K Dhamija; S K Kataria and Sons, New Delhi.
8. E-books/e-tools/relevant software to be used as recommended by AICTE/BTE/NITTTR, Chandigarh.

### 3.6 Basics of Management

L T P  
6 0 0

#### Course Objectives:

The module is designed to introduce students to the basic principles of management, essential for better working of any organization.

#### Course Contents/Syllabus:

Module	No. of Sessions (Theory/ Practical)
<b>Module I: Management: Concept</b>	
<b>Descriptors/Topics</b> Definition, Functions, Skills, Administration & Levels, Functional Areas – Marketing management, Human resource management, Finance management, Production & Operation management	20
<b>Module II: Functions of Management</b>	
<b>Descriptors/Topics</b> <b>Planning:</b> Concept, Importance, objectives, Principles of Planning Process Classification of planning - Strategic plan & Operational plan, Important terms: Authority, Decision Making, Vision, Goal, Budget, Projects, Policies <b>Organization:</b> Concept, Purpose, Ownership, Types of Organization, Principles of Organization, Classification of Organization: Tylor's, Line, Line and Staff, Committee, Departments: Functional, Product, customer, Project <b>Staffing:</b> Concept, Importance & Process, <b>Directing:</b> Concept, Importance Components – Leadership, Communication & Motivation, Coordination: Concept, Need & Techniques, <b>Controlling:</b> Concept, Process, Type & Techniques	24
<b>Module III: Functional Areas of Management</b>	
<b>Descriptors/Topics</b> <b>Human Resource Management (HRM):</b> Concept, Objectives, importance & Functions Recruitment and Selection, Training and Development, Performance appraisal, Wage and Salary, Incentive payments, Benefits, Executive compensation, Bonus <b>Financial Management:</b> Concept, Objectives, Accounting terms, Planning, Forecasting <b>Production &amp; Operation Management:</b> Nature, Functions, Planning & Controlling, Role of managers, Store & Material management, Type of manufacturing system, Office Management <b>Marketing Management:</b> Concept, Market research, consumer behavior, marketing mix decision,	24
<b>Module IV: Total Quality Management (TQM)</b>	
<b>Descriptors/Topics</b> Concept, Importance & techniques, Skill Development -Business Letter Writing, Communication, Report writing Skills, Presentation Skills	24
<b>Module V: Other Emerging Dimensions of management</b>	
<b>Descriptors/Topics</b> Time Management, Environment Management, Transport Management, International Management, Forex Management,	20

**Student Learning Outcomes:**

Students will be able to learn the basics of management of any organization.

**Pedagogy for Course Delivery:**

- Blended learning
- Informed learning'
- PowerPoint presentations and lectures
- Demonstrations

**Text Reading:**

- Management: James A Stoner & R. Edward Freeman, Pearson Education
- Principle & Practice of Management: L.M. Prasad, Sultan Publication

#### 4.1 Craft Documentation I

<b>L</b>	<b>T</b>	<b>P</b>
<b>4</b>	<b>0</b>	<b>6</b>

##### Course Objectives:

Craft documentation is a process of recording, categorizing and dissemination of information, through both graphic and written mediums. It is important to conduct preliminary studies and secondary research before going to the field. It helps the researcher to develop an understanding of the people. So in this module student will prepare written document through various material, research, process, tools and technique for different craft.

##### Course Contents/Syllabus:

Module	No. of Sessions (Theory/ Practical)
<b>Module I: Historical Background of craft</b>	
<b>Descriptors/Topics</b> Introduction to the basic concept in the evolution of crafts. Journey of various crafts over several decades and centuries.	28
<b>Module II: Current Scenario</b>	
<b>Descriptors/Topics</b> Present scenario of the craft industry	28
<b>Module III: Marketing feasibility</b>	
<b>Descriptors/Topics</b> Marketing status and feasibility of the various craft sector	28
<b>Module IV: Innovation</b>	
<b>Descriptors/Topics</b> Ideas for new innovations of Craft in Domestic and International Market	28
<b>Module V: Research</b>	
<b>Descriptors/Topics</b> Research work, documentation	28

##### Student Learning Outcomes:

- Student will learn documentation process and prepare secondary written collection for future aspects

##### Pedagogy for Course Delivery:

- Blended learning
- Informed learning
- PowerPoint presentations and lectures
- Demonstrations

##### Lab/ Practical's details, if applicable:

###### List of Experiments:

- Documentation
- Presentation and viva-voce
- Experiments will be conducted according to the module content.

##### Text Reading:

- Handicrafts of India – M.P.Ranjan, Aditi Ranjan

## 4.2 Form Development

<b>L</b>	<b>T</b>	<b>P</b>
<b>0</b>	<b>0</b>	<b>6</b>

### Course Objectives:

The use of forms can be an interesting way to add a meaning or create a new visual interest in our design projects. So in this module student will learn form (various shape of product) development of the objects and create prototype.

### Course Contents/Syllabus:

Module	No. of Sessions (Theory/ Practical)
<b>Module I: Introduction to Form</b>	
<b>Descriptors/Topics</b> Concept and importance of form development, Basic types of form, Use of elements and principles of design	<b>18</b>
<b>Module II: Dimensions</b>	
<b>Descriptors/Topics</b> 2D and 3D dimensional views of the object	<b>18</b>
<b>Module III: Colors &amp; Texture</b>	
<b>Descriptors/Topics</b> Essential visual component and perception, role of color and textures for enhancement, exploration	<b>18</b>
<b>Module IV: Prototype Development</b>	
<b>Descriptors/Topics</b> Prototype development and feasibility check for market	<b>15</b>
<b>Module V: Final Steps</b>	
<b>Descriptors/Topics</b> Monitoring, controlling and finalization of product, testing	<b>15</b>

### Student Learning Outcomes:

- Student will learn form development of the objects through various potential processes.

### Pedagogy for Course Delivery:

- Blended learning
- Informed learning
- PowerPoint presentations and lectures
- Demonstrations

### Lab/ Practical's details, if applicable:

- Experiments will be conducted according to the module content.

### Text Reading:

1. Beyond Design by Keiser & Corner publisher Fairchild
2. Masterpieces of Indian Folk & Tribal Art
3. Handmade in India by M. P. Ranjan & Aditi Ranjan publisher COHANDS

APPROVED IN CDC MEETING OF BTE,UP,LUCKNOW DATED:26-09-2021





### 4.3 Packaging

<b>L</b>	<b>T</b>	<b>P</b>
<b>4</b>	<b>0</b>	<b>4</b>

#### Course Objectives:

This course deals with the various aspects of quality control aspects of packaging in Craft sector units. It deals with the important aspects like ICH guidelines, QC tests, documentation, and quality certifications.

#### Course Contents/Syllabus:

Module	No. of Sessions (Theory/ Practical)
<b>Module I: Introduction</b>	
<b>Descriptors/Topics</b> Definitions, Purpose of Packaging, Selection of the Ideal Package, Classification of Packaging and Various Types of Inner and Outer Packages, Hazards Encountered by the Package.	20
<b>Module II: Packaging Materials</b>	
<b>Descriptors/Topics</b> Packaging Characteristics, Advantages, Economics and Limitations of Various Packaging Materials, Approach to Package Design, New Trends in the Craft Packaging, Packaging Recycling Symbols.	24
<b>Module III: Guidelines on Packaging for Pharmaceutical Products</b>	
<b>Descriptors/Topics</b> Quality Assurance Aspects of Packaging, General Considerations, Quality Control, Sampling, Testing Programmer, Inspection and Audit, Rules, Audits of Suppliers.	24
<b>Module IV: Quality Specifications &amp; Defects in Packages</b>	
<b>Descriptors/Topics</b> Requirements in the International Market, Packaging Materials, Requirements for Craft form Containers. Introduction, Defects in Packaging Material, Protection from the Environment, Packaging Waste and Waste Policies.	24
<b>Module V: Current Trend &amp; Future</b>	
<b>Descriptors/Topics</b> Understanding the latest and upcoming trends in packaging as per the International Market requirements, sustainable concepts	20

#### Course Learning Outcomes:

Upon completion of the course student shall be able to

- Understand the basic concepts of fundamental packaging and their significance.
- To understand the concepts of packaging materials of various craft forms.
- Understand current trends in craft products packaging.

#### Pedagogy for Course Delivery:

- Blended learning
- Informed learning

- PowerPoint presentations and lecture
- Demonstrations
- Market survey

**Lab/ Practical's details, if applicable:**

- Sketching related exercise.
- Experiments will be conducted according to the module content.

**Text Reading:**

- AI Brody & K S Marsh, "The Wiley Encyclopedia of Packaging Technology", John Wiley & Sons, New York
- T C KacChesney, "Packaging of Cosmetics and Toiletries", Newness-Butterworth, London

#### 4.4 Global Craft Traditions

<b>L</b>	<b>T</b>	<b>P</b>
<b>6</b>	<b>0</b>	<b>0</b>

#### Course Objectives:

The module is designed to introduce craft traditions of various continents and its impact on the global platform.

#### Course Contents/Syllabus:

<b>Module</b>	<b>No. of Sessions (Theory/ Practical)</b>
<b>Module I: International crafts</b>	
<b>Descriptors/Topics</b> Introduction of Various International crafts	<b>15</b>
<b>Module II: Europe &amp; Asia</b>	
<b>Descriptors/Topics</b> Crafts of Europe (Hand Embroidery, Basketry, Ceramics) Craft of Asia (Origami, Embroidery, Eco Printing, Tattoo)	<b>18</b>
<b>Module III: America</b>	
<b>Descriptors/Topics</b> Craft of north America (Moccasin, Quilting) Craft of south America (Pottery, Textile Weaving, Jewelry)	<b>18</b>
<b>Module IV: Africa &amp; Australia</b>	
<b>Descriptors/Topics</b> Craft of Africa (Pottery, Basketry, Textile Weaving, Jewelry) Craft of Australia (Crochet, Bark Painting, Sculpture)	<b>18</b>
<b>Module V: Making Presentation</b>	
<b>Descriptors/Topics</b> Procedure of Research and material collection Documentation Preparation & writing	<b>15</b>

#### Student Learning Outcomes:

- Students will be able to understand various craft forms of the world.

#### Pedagogy for Course Delivery:

- Blended learning
- Informed learning'
- PowerPoint presentations and lectures
- Demonstrations

#### Text Reading:

- Encyclopedia of World Culture by David Levinson, Mcmillon Pub

## 4.5 Art Appreciation

**L**      **T**      **P**  
**8**      **0**      **0**

### Course Objectives:

The module is designed to inculcate the perspective of appreciation for Art, in fashion students.

### Course Contents/Syllabus:

<b>Module</b>	<b>No. of Sessions (Theory/ Practical)</b>
<b>Module I: Definitions, Artistic Roles, and Visual Thinking</b>	
<b>Descriptors/Topics</b> Introduction and Definitions, Form and Content, Aesthetics, Subjective and Objective Perspectives Artistic Roles, Artistic Categories, Artistic Styles, Cultural Styles Ideas of Perception and Visual Awareness	<b>24</b>
<b>Module II: Process and Training</b>	
<b>Descriptors/Topics</b> Artistic Process Primer, The Artistic Process, The Individual Artist, Artistic Training Methods, Art as a Social Activity	<b>20</b>
<b>Module III: How Art Speaks</b>	
<b>Descriptors/Topics</b> Finding Meaning in Art Primer, Introduction: Objective vs. Subjective Meaning, The First Level of Meaning: Formal, The Second Level of Meaning: Subject, The Third Level of Meaning: Context, The Fourth Level of Meaning: Iconography Critical Perspectives	<b>24</b>
<b>Module IV: How Art Works</b>	
<b>Descriptors/Topics</b> The Elements and Principles of Visual Language <u>Artistic Media</u> Two-Dimensional Media, The Camera, Three-Dimensional Media	<b>20</b>
<b>Module V: Art in various Timeline and Place</b>	
<b>Descriptors/Topics</b> Introduction to Pre Historic Art, Egyptian Art, Greek and Roman Art, Medieval Europe: the birth of two major religions-Christianity and Islam, The Renaissance and it's masters, Mannerism and Baroque and Realism, Impressionism and Post Impressionism Cubism, Fauvism, Surrealism , Modern Art Indian Art ( Indus Valley, Mauryan, Gupta, Gandhar, Medieval art Contemporary Indian art)	<b>24</b>

### Student Learning Outcomes:

- Students will be able to develop the perspective to understand Art.
- They will be able to appreciate various art forms

### Pedagogy for Course Delivery:

- Blended learning
- Informed learning'

- PowerPoint presentations and lectures
- Demonstrations

**Text Reading:**

- Living with art by Mark Getlein
- Understanding art by Lois Fichner Rathus

## Cluster Training

### Course Objectives:

It aims to create opportunities for the development of talent within the cluster and improve the overall scope, space and skill.

### Course Contents/Syllabus:

Module
<b>Module I: Cluster Training</b>
<b>Descriptors/Topics</b> Practical knowledge of cluster working and marketing.

### Training Guidelines:

- Student will have to go in any craft cluster for duration of 4 weeks.
- They need to work with the craft artisans to develop a collection of minimum 4 articles
- They need to document the process of the journey of collection.
- A Project report is required to be submitted to institute in form of a report as well as Videos & Pictures.
- Student also need to submit the list of minimum 10 artisans of the cluster, their details

### Course Learning Outcomes:

- Student will gain practical knowledge of cluster working and marketing.

### Pedagogy for Course Delivery:

- Blended learning
- Informed learning
- PowerPoint presentations and lecture
- Demonstrations
- Market survey

### Text Reading:

- Kelvey Kathryn Mc, Fashion Source Book
- Ireland Patrick John, Encyclopedia of fashion detail

### References:

- Ireland Patrick John, Introduction to Fashion Design
- Tate Sharon Lee, Inside Fashion Design
- Kelvey Kathryn Mc., Illustrating Fashion

## 5.1 Craft Documentation II

<b>L</b>	<b>T</b>	<b>P</b>
<b>4</b>	<b>0</b>	<b>6</b>

### Course Objectives:

Craft documentation is a process of recording, categorizing and dissemination of information, through both graphic and written mediums. It is important to conduct preliminary studies and secondary research before going to the field. It helps the researcher to develop an understanding of the people. So in this module student will prepare written document through various material, research, process, tools and technique for different craft.

### Course Contents/Syllabus:

<b>Module I: Historical Background of craft</b>	
<b>Descriptors/Topics</b> Introduction to the basic concept in the evolution of crafts. Journey of various crafts over several decades and centuries.	<b>28</b>
<b>Module II: Current Scenario</b>	
<b>Descriptors/Topics</b> Present scenario of the craft industry	<b>28</b>
<b>Module III: Marketing feasibility</b>	
<b>Descriptors/Topics</b> Marketing status and feasibility of the various craft sector	<b>28</b>
<b>Module IV: Innovation</b>	
<b>Descriptors/Topics</b> Ideas for new innovations of Craft in Domestic and International Market	<b>28</b>
<b>Module V: Research</b>	
<b>Descriptors/Topics</b> Research work, documentation	<b>28</b>

### Student Learning Outcomes:

- Student will learn documentation process and prepare secondary written collection for future aspects

### Pedagogy for Course Delivery:

- Blended learning
- Informed learning
- PowerPoint presentations and lectures
- Demonstrations

### Lab/ Practical's details, if applicable:

#### List of Experiments:

- Documentation
- Presentation and viva
- Experiments will be conducted according to the module content.

### Text Reading:

- Handicrafts of India – M.P.Ranjan, Aditi Ranjan



## 5.2 Craft Innovation

<b>L</b>	<b>T</b>	<b>P</b>
<b>0</b>	<b>0</b>	<b>6</b>

### Course Objectives:

Design is about more than creating the look and feel of a final product. So this module will help understanding of new creation through design intervention process. Students will also learn techniques for improving the flexibility and originality of their thinking.

### Course Contents/Syllabus:

	<b>No. of Sessions (Theory/ Practical)</b>
<b>Module I: Introduction to Innovation</b>	
<b>Descriptors/Topics</b> Introduction to design Innovation, Innovation Types	<b>18</b>
<b>Module II: Innovation Methods</b>	
<b>Descriptors/Topics</b> Innovation Methods & Methodologies, research, brainstorming	<b>18</b>
<b>Module III: Morphology of design</b>	
<b>Descriptors/Topics</b> Morphology of design	<b>18</b>
<b>Module IV: Prototype Development</b>	
<b>Descriptors/Topics</b> Prototype development and feasibility	<b>15</b>
<b>Module V: Final Steps</b>	
<b>Descriptors/Topics</b> Monitoring, controlling and finalization of product	<b>15</b>

### Student Learning Outcomes:

Students will be able to understand the concept of innovation and its methodology.

### Pedagogy for Course Delivery:

- Blended learning
- Informed learning'
- PowerPoint presentations and lectures
- Demonstrations

### Lab/ Practical's details, if applicable:

#### List of Experiments:

- Documentation
- Presentation and viva
- Experiments will be conducted according to the module content.

### 5.3 Entrepreneurship

<b>L</b>	<b>T</b>	<b>P</b>
<b>6</b>	<b>0</b>	<b>0</b>

#### Course Objectives:

The module will be focused on business management skills ranging from business strategy and financial planning, marketing and market research, talent management and organizational development. It will familiarize the students with the process and procedure of setting up new enterprises.

#### Course Contents/Syllabus:

<b>MODULE</b>	<b>No. of Sessions (Theory/ Practical)</b>
<b>Module I: Entrepreneurship</b>	
<b>Descriptors/Topics</b> Concept, Innovation, Type, Process, Competencies	<b>15</b>
<b>Module II: Management Skills</b>	
<b>Descriptors/Topics</b> Management Skill, importance & Economic Development	<b>18</b>
<b>Module III: Funds</b>	
<b>Descriptors/Topics</b> Sources, Ownership, Type of Company, entrepreneurial finance, marketing,	<b>18</b>
<b>Module IV: Schemes</b>	
<b>Descriptors/Topics</b> Small Scale Industry & Government Schemes	<b>15</b>
<b>Module V: Planning</b>	
<b>Descriptors/Topics</b> Project Planning, Formulation & Control, business planning	<b>18</b>

#### Student Learning Outcomes:

- Students will be able to plan and organize the daily running of a business. They will be able to ensure that the business thrives and develops.

#### Pedagogy for Course Delivery:

- Blended learning
- Informed learning'
- PowerPoint presentations and lectures
- Demonstrations
- Experimentation

#### Text Reading:

- Management: James A Stoner & R. Edward Freeman, Pearson Education
- Principle & Practice of Management: L.M. Prasad, Sultan Publication

## 5.4 Digital Cataloguing

<b>L</b>	<b>T</b>	<b>P</b>
<b>2</b>	<b>0</b>	<b>4</b>

### Course Objectives:

In this module student will learn catalogue making in attractive digital mode.

### Course Contents/Syllabus:

<b>Modules</b>	<b>No. of Sessions (Theory/ Practical)</b>
<b>Module I: SKU planning</b>	
<b>Descriptors/Topics</b> listing of the product and SKU map, design code development, alignment of content for boosting impact	<b>28</b>
<b>Module II: Digital Page Management</b>	
<b>Descriptors/Topics</b> maintain digital page and catalogues, updation as per changing demand, interactive mode development, promotional activities planning	<b>28</b>
<b>Module III: Listing of Products</b>	
<b>Descriptors/Topics</b> accurate listing of product, image representation, description, features	<b>28</b>

### Course Learning Outcomes:

- Students will be able to understand the various techniques and concepts related to the digital catalogues.

### Pedagogy for Course Delivery:

- Blended learning
- Informed learning
- PowerPoint presentations and lecture
- Demonstrations
- Market survey

### Text Reading:

- Kelvey Kathryn Mc, Fashion Source Book
- Ireland Patrick John, Encyclopedia of fashion detail

### References:

- Ireland Patrick John, Introduction to Fashion Design
- Tate Sharon Lee, Inside Fashion Design
- Kelvey Kathryn Mc., Illustrating Fashion

## 5.5 Photography

(Common with Diploma in Costume Design and Garment Technology)

<b>L</b>	<b>T</b>	<b>P</b>
<b>4</b>	<b>0</b>	<b>2</b>

### Course Objectives:

The module is designed to create and understanding of basic photography

### Course Contents/Syllabus:

<b>MODULE</b>	<b>No. of Sessions (Theory/ Practical)</b>
<b>Module I: Basics of Photography</b>	
<b>Descriptors/Topics</b> Introduction of photography, Camera parts and types. Menu items and shooting modes (Auto vs. Scene vs. Priority), Image show and Presentation of influential black and white photographers Black & White conversion practice Exposure compensation. Concept of high- and low-key Studio No. of Sessions (Theory/ Practical)	<b>18</b>
<b>Module II: Presentation of Photographers</b>	
<b>Descriptors/Topics</b> Image show and tell Presentation of photographers who primarily work in portraiture. Discussion of portrait genres and lighting techniques (studio, natural) Review aperture, shutter speed, ISO. Practice editing and cropping. Studio No. of Sessions (Theory/ Practical), Image show and Discuss composition tips and seeing exercises. Experiment with night photography and low light shooting. Shoot outside during class time in groups	<b>18</b>
<b>Module III: Photography as Contemporary Art</b>	
<b>Descriptors/Topics</b> Image Show and tell Presentation on Photography as Contemporary Art Discussion about conceptual practices Brainstorm ideas, Image Show and tell Presentation and discussion on how to create a successful body of work Sequence editing Trouble shooting	<b>18</b>
<b>Module IV: Photoshop</b>	
<b>Descriptors/Topics</b> Introduction to Photoshop Covering the basics of editing, fixing blemishes, colour correcting, and selective edits	<b>15</b>
<b>Module V: Project</b>	
<b>Descriptors/Topics</b> Student will select a subject of their choice and spend time working on it to make the final project	<b>15</b>

### Student Learning Outcomes:

- Student will be able to handle camera properly and understanding of photography

### Pedagogy for Course Delivery:

- Blended learning
- Informed learning'

- PowerPoint presentations and lectures
- Demonstrations

**Lab/ Practical's details, if applicable:**

**List of Experiments:**

- Documentation
- Visits to artisans and craft units (local)
- Experiments will be conducted according to the module content.

**Text Reading:**

- An Introduction to photography: Michael Freeman

## 5.6 Professional Practices

**L**      **T**      **P**  
**4**      **0**      **4**

### Course Objectives:

The module is designed to introduce students to the professional work culture etiquettes.

### Course Contents/Syllabus:

	No. of Sessions (Theory/ Practical)
<b>Module I: Common Personal Values and Teamwork Skills</b>	
<b>Descriptors/Topics</b> Interaction, Accountability, Commitment, Cooperation, Hard Work, Quality of work, Team work, Developing Positive attitudes, Environmental/sustainability issues related to the fashion world, Expression through role plays, Project work in groups related to styling/dressing	<b>24</b>
<b>Module II: Non-Verbal Communication</b>	
<b>Descriptors/Topics</b> Body Language, Right body postures, Eye contact, Pet Fiddles, How to walk talk & present oneself, Group Discussion Skills(Meaning, Characteristic, Do's & Don'ts, Relevance, Moderating a group Discussion, Presentation Skills, Confidence, Effective delivery of ideas, convincing the clientele/audience, basic Courtesies	<b>20</b>
<b>Module III: Business Communication</b>	
<b>Descriptors/Topics</b> Definition, organization communication networks, communication media, e-mail trends, information richness & media type, technological advances, internal management: planning, organizing, staffing, directing & controlling, art of presentation, business gestures, the art of attending phone calls, tools for written communication	<b>24</b>
<b>Module IV: Making and delivery of the Presentation</b>	
<b>Descriptors/Topics</b> Sharing of information through: Conversations, interviews, speeches, presentations. Message & its process: How to design messages, how to effectively deliver message to make an impact on and stand out with potential employers and clients. Topics include: Answering questions, giving speeches, giving presentations, key messages	<b>24</b>
<b>Module V: Workplace Etiquettes</b>	
<b>Descriptors/Topics</b> Common Personal Values International Etiquettes Indian Art ( Indus Valley, Mauryan, Gupta, Gandhar, Medieval art Contemporary Indian art)	<b>20</b>

### Student Learning Outcomes:

- Students will be able to learn & conduct as per the work culture etiquettes of fashion industry.

### Pedagogy for Course Delivery:

- Blended learning

- Informed learning'
- PowerPoint presentations and lectures
- Demonstrations

**Lab/ Practical's details, if applicable:**

**List of Experiments:**

- Documentation
- Presentation & Viva
- Experiments will be conducted according to the module content.

**Text Reading:**

- Body language at work: Peter Clayton

## 6.1 Design Collection

**L**      **T**      **P**  
**0**      **0**      **20**

### Course Objectives:

This module is designed for students to follow the design process and construct a range of craft products.

### Course Contents/Syllabus:

<b>Module</b>	<b>No. of Sessions (Theory/ Practical)</b>
<b>Module I: Theme selection</b>	<b>56</b>
Mind mapping, theme spotting and selection	
<b>Module II: Research &amp; study on other required detail for collection</b>	<b>56</b>
Market survey, concept calibration with market, forthcoming trend	
<b>Module III: Board presentation</b>	<b>56</b>
Development of various boards like Mood, Forecast, Client, Swatch etc.	
<b>Module IV: Trends analysis</b>	<b>56</b>
Forecast analysis of upcoming trend	
<b>Module V: Collection</b>	<b>56</b>
Creation of sketches, project file and product collection	

### Student Learning Outcomes:

- Students will be able to design their theme-based collection.

### Pedagogy for Course Delivery:

- Blended learning
- Informed learning
- PowerPoint presentations and lectures
- Demonstrations
- Product Exhibition

### Lab/ Practical's details, if applicable:

#### List of Experiments:

- Documentation
- As per requirement of the theme & craft

### Text Reading

- Developing a Fashion Collection by Elinor Renfrew & Colin Renfrew publisher Bloomsbury
- Research & Design by Simon Seivewright publisher Bloomsbury



## 6.2 Cluster Project

<b>L</b>	<b>T</b>	<b>P</b>
<b>0</b>	<b>0</b>	<b>15</b>

### Course Objectives:

It aims to create opportunities for the development of talent within the cluster and improve the overall scope, space and skill.

### Course Contents/Syllabus:

Module	No. of Sessions (Theory/ Practical)
<b>Module : Cluster based project</b>	
<b>Descriptors/Topics</b> Cluster based project	<b>210</b>

### Training Guidelines:

- Student will have to go in any craft cluster for duration of 8 weeks.
- They need to work with the craft artisans to develop a collection of minimum 10 articles
- They need to document the process of the journey of collection.
- A Project report is required to be submitted to institute in form of a report as well as Videos & Pictures.
- Student also need to submit the list of minimum 25 artisans of the cluster, their details (photocopies of Aadhar no., Artisan card no., contact details)

### Student Learning Outcomes:

- Student will gain practical knowledge of cluster working and marketing.

### Pedagogy for Course Delivery:

- Blended learning
- Informed learning'
- PowerPoint presentations and lectures
- Demonstrations

### 6.3 Sustainable Concepts (Common with Diploma in Costume Design and Garment Technology)

<b>L</b>	<b>T</b>	<b>P</b>
<b>4</b>	<b>0</b>	<b>0</b>

#### Course Objectives:

This module is designed to make students aware of such techniques to modify such by-products into a new fashion statement, in order to conserve environment as well as economical sustainability.

#### Course Contents/Syllabus:

Module	No. of Sessions (Theory/ Practical)
<b>Module I: Sustainable Product Design</b>	
<b>Descriptors/Topics</b> Introduction to Sustainable Product Design, Recognize the preconceptions about society, economic value, and the environment	<b>12</b>
<b>Module II: Theories</b>	
<b>Descriptors/Topics</b> Explore the environmental origins of sustainability, theory of sustainability and specific environmentally	<b>8</b>
<b>Module III: Ecology</b>	
<b>Descriptors/Topics</b> Responsive design methodologies and topics including industrial ecology, dematerialization, design for disassembly	<b>12</b>
<b>Module IV: Alternatives</b>	
<b>Descriptors/Topics</b> Design for recycling, alternative energy, alternative materials	<b>12</b>
<b>Module V: Sustainable packaging</b>	
<b>Descriptors/Topics</b> Sustainable packaging and appropriate life-cycle assessment methods for the industrial designer	<b>12</b>

#### Student Learning Outcomes:

- Students will be able to design as per the sustainability factor. They will be able to create a link between craft & ecology.

#### Pedagogy for Course Delivery:

- Blended learning
- Informed learning'
- PowerPoint presentations and lectures
- Demonstrations

## 7.1 PHYSICAL RESOURCES

### (A) Space requirement

Norms and standards laid down by All India Council for Technical Education (AICTE) are to be followed to work out space requirement in respect of class rooms, tutorial rooms, drawing halls, laboratories, space required for faculty, student amenities and residential area for staff and students.

### (B) Equipment requirement:

Following Laboratories are required for Diploma Programme in Apparel Design and Fashion Technology:

#### 1) Classroom - (For 30 Students or as per required Intake)

- a) 1 Table & Chair for faculty
- b) 30 Table & Chair for students
- c) White board and marker
- d) Projector and projector Screen
- e) Internet connection of minimum 10 MBPS Speed
- f) One Desktop/Laptop
- g) Speakers
- h) Presenter

#### 2) Material Workshop Lab –Wood work (For 30 Students or as per required Intake)


Sl no	Particulars	Qty.	Specification
1	Planer (metal body)	5	A-4
2	Chisels (flat Chrome Vanadium Steel Body)	30 sets	10,15,20.25,30mm
3	Wooden mallet	30 pcs	Dia. 3”(300 gm)
4	Chisel (half round)	30 sets	10,15,20.25,30mm
5	Hand saw	30 pcs Each	16” length & 12”
6	Try square	30 pcs each	6”&8”
7	‘C’ clamp	20 Each	1”& 3”,6”
8	Hand drilling Machine	5 pcs	¼” drill chuck
9	Drill Bit	10 set	1- 12 mm
10	Ball peen hammer	30 each	100,250,500gm
11	Cross peen hammer	1 each	100,250,500gm
12	Grinding stone	20 pcs	8”
13	Carpenter vice	10 pcs	6” length
15	Steel rule	30 pcs each	12” &24”(Standard one)
16	Rasp cut file	30 sets	6”, 8”, 10”, 12”(flat, half round)
17	Carving chisel set	15 set	6” length (HCS)

- a) Display area for students 2D / 3D work – Soft boards/Art Tables/Empty spaces

### **3) Material Workshop Lab –Metal Craft**

- a) Spot welding, portable/electrical hand drilling machine, thermoforming machine, sand disk grinder, router, buffing machine, Sand Blasting Machine, Metal Melting Machine, Magnetic Cleaner, Ultrasonic Cleaner, milling machine, sand blasting machine, rolling mill, pipe bending machine, sheet bending machine, sheet cutting machine, wire shearing machine, laser cutting machine, Flat Bed sewing machine/ single needle post bed sewing machine , Double needle post bed sewing machine, heavy duty lock stitch machine, skiving machine ,Embossing machine
- b) Different files, fret saw, hammer,cold chisel, former chisel, dome punch, dome slate, c clamp, hand vice, thinner saw, bench vise, nose plier, snipe cutter, L-square, Scissors, tweezers, punches (leather), Snap button/riveting die, Hand sewing needle, SNLS machine needle for both leather & fabric
- c) Metal sheets, Metal wire, Acid (Nitric acid), Fabric, leather, fevibond /dendrite /needles /scissors, markers, lac & Ms office (to prepare presentation) & all above said machines & tools.

## Machinery /Tools/ Equipment

S.N.	Name of item	Qty	Details specification
1.	Desktop	31	<ul style="list-style-type: none"> <li>• Intel Core i7 8<sup>th</sup> generation or latest</li> <li>• 8 GB DDR4 RAM or higher</li> <li>• 1 TB HDD 7200 rpm storage or higher</li> <li>• Integrated Graphic card/Dedicated Graphic card</li> <li>• 24" Monitor</li> <li>• Minimum 4 USB, 1 RJ-45 LAN, 1 VGA port</li> <li>• 1 USB Keyboard</li> <li>• 1 USB Mouse</li> <li>• Window 10</li> </ul>
2.	Printer and Scanner	2	<ul style="list-style-type: none"> <li>• A4 Size</li> <li>• Print Resolution: 600 x 600 dpi</li> <li>• Print Speed:14 ppm</li> <li>• Print Technology: Monochrome Laser</li> <li>• Connectivity: Hi-speed USB</li> <li>• Supported Media Types: Paper (plain, laser), labels, envelopes, transparencies, postcards, cardstock</li> <li>•  Functionality: Print, scan, copy</li> </ul>
3.	Plotter	1	HP Designjet 500 Mono 42"Roll Printer-(C7770E) Specification attached
4.	Digitizers	1	GTCO Drawing Board-VI Digitizer Specification attached
5.	Projector and projector screen	2	Laser/LED/ Hybrid Light Source 10,000 hour of life minimum Brightness: 3000 lumens or higher Mercury Free Screen: 8ft. x 6ft. Or bigger
6.	Pattern Making Table	15	4ft. X 4ft. X 4ft. Wooden table with cork (8mm) top
7.	High rise stool	30	Height adjustable high back revolving stool. min. height 18" Max height 30" (variable
8.	White board	5	6ft. X4ft.
9.	Ironing press with table and steam generator	1	Ramsons-Veit Model: RV 4425-80 Electric Steam Generators: MR 03 (Ramsons)
10.	SNLS machines	5	Single needle lockstitch machine with servo motor Max. Sewing speed 3,000 stitches per minute
11.	Double needle post bed sewing machine	1	Double needle post bed sewing machine with servo motor Max. Sewing speed 2,500 stitches per minute

12.	Overlock machines	1	Twin needle 5 thread high speed overlock machine with tabletop and servo motor.
13.	Fusing machines	1	Automatic Conveyor fusing machine Size 32" x 16" Max Fabric Width 0-500 mm
14.	Digital Sketching tablets	30	Wacom New Intuos Small Bluetooth (Pistachio) Product Code: CTL-4100WL/E0-CX <ul style="list-style-type: none"> <li>• 7-inch active area</li> <li>• 4096 pen pressure sensitivity</li> <li>• Battery-free pen</li> <li>• +/- 0.25 mm digital tolerance in accuracy</li> <li>• 8.8 mm thin tablet</li> </ul>
15.	DSLR Camera, lenses, light equipments and accessories	1 set	Nikon D7500 AF-S NIKKOR 18-105mm VR lens 200W Flash Head 2-Light Kit with Umbrellas studio light

#### Stone craft lab:

S.N.	Particulars	Qty.	Specification
1.	Planer (metal body)	5	A-4
2.	Chisels (flat Chrome Vanadium Steel Body)	30 sets	10,15,20.25,30mm
3.	Wooden mallet	30 pcs	Dia. 3" (300 gm)
4.	Chisel (half round)	30 sets	10,15,20.25,30mm
5.	Hand saw	30 pcs Each	16" length & 12"
6.	Try square	30 pcs each	6" & 8"
7.	'C' clamp	20 Each	1" & 3", 6"
8.	Hand drilling Machine	5 pcs	¼" drill chuck
9.	Drill Bit	10 set	1- 12 mm
10.	Ball peen hammer	30 each	100,250,500gm
11.	Cross peen hammer	1 each	100,250,500gm
12.	Grinding stone	20 pcs	8"
13.	Carpenter vice	10 pcs	6" length
14.	Steel rule	30 pcs each	12" & 24" (Standard one)
15.	Rasp cut file	30 sets	6", 8", 10", 12" (flat, half round)
16.	Carving chisel set	15 set	6" length (HCS)

17.	Carpenter vice	10 pcs	6" length
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### **Other Machinery (common )**

Spot welding, electrical hand jig saw, portable circular saw, portable/electrical hand drilling machine, thermoforming machine, Sand Blasting Machine, Magnetic Cleaner, Ultrasonic Cleaner, sand disk grinder, router, Metal Melting Machine, buffing machine, milling machine, rolling mill, pipe bending machine, sheet bending machine, sheet cutting machine, wire shearing machine, laser cutting machine, skiving machine, Embossing machine.

### Software

S.N.	Name of item	Qty	Details specification
1.	Efi Optitex 2D & 3D Integrated Pattern Design Software	31	2D & 3D Integrated Pattern Design Software
2	Adobe Illustrator CS6/CC or latest and Adobe Lightroom CS6/CC or latest	31	Adobe Creative Cloud



**Drawing Hall (For 60 Students or as per required Intake)**

Sr. No.	DESCRIPTION	QTY.	Price per unit	Total Price (Approx.)
	Drawing Table with Board	60	8000/-	4,80,000.00
	Set Squares	60	200/-	12,000.00
	Misc Equipment's	Lump sum	50000/-	50,000.00

**Computer/CAD Centre**

Sr. No.	DESCRIPTION	QTY.	Price per unit	Total Price (Approx.)
1	Xenon Processor, 16 GB RAM 1 GB SATA HDD, 19" TFT Monitor OS- Windows 2019 Server/Latest Version	02 Server	80,000=00	1,60,000=00
2	General Desktop Computer/Laptops-Intel i5 60 node or Higher, 8GB RAM, 1TB HDD, 19.5" LCD/LED Monitor, DVD Writer Multi Media Kit with Key Board-Multimedia, Mouse- Optical Scroll or Latest, 32 Bit PCI ETHERNET CARD (10/100) Mbps , Pre loaded latest Anti Virus with Life time Subscription, License Media and Manual with UPS 660 VA  OR Computer of latest Specification as per BTE list	60	65,000=00	39,00,000=00
	<b>Softwares</b>			
3	i. MS OFFICE 2019 pro or latest	LS	-	-
4	ii COMPILER 0 'C', C++, JAVA-7	LS	-	-
5	iii. Adobe Photoshop, Corel Draw - Graphic Suite Corel Draw- Technical Suite, Adobe Photo Shop, Lectra, Reach, PPS, Reach CADD, Tukatech, Deco Studio Inkscape and Gimps Softwares	LS	-	-
6	iv. Personal Web Server, HTML, IIS	LS	-	-
	Hardware		4,50,000.00	-
7	i. Switch-32 Port	02		

8	ii. Router	02		
9	iii. Hub	04 (8 Port)		
10	iv. Ext. Modem	02		
11	v. Wireless N/W Adaptor	02		
12	vi. Series Access Point	02		
13	vii.LAN Cable Meter	05		
14	viii. LAN Cable Analyzer	05		
15	ix. Crimping Tool and all other accessories related to Networking	15		
16.	Scanner- Flat Bed A4/Auto Lighter (Bit depth 48)	02		20,000
17.	132 Column 600 CPS or faster 9 Pin dot matrix printer with 500 million character head life	02		50,000
18.	Laser Jet-A4 All In one 20 page per min (2 Each)	04		50,000
19.	Desk Jet-A4 Photo Smart (2 Each)	04		40,000
20.	5 KVA on line UPS with minimum 30 minute battery backup along with sealed maintenance free batteries. Provision for connecting external batteries with network connectivity.(For 2 Labs)	04		8,00000
21.	Split Air Conditioner 1.5 tones capacity with ISI mark along with electronic voltage stabilizer with over voltage and time delay circuit	08		35,0000
22.	Room preparation and furniture	LS		
23.	19" rack, 24-port switch. connector RJ-45 Cat-6 cabling for network	LS		10,0000
24.	2 KVA Inverter Cum UPS	02		6,0000
25.	Fire Extinguisher (2 Kg.)	04		15000
26.	Fire Extinguisher (5 Kg.)	04		25000
27.	Vacuum Cleaner	02		25000
28.	LCD Projector 3000 Lumen with all accessories	02		350000

29.	Pen Drive 16 GB	10		10000
30.	DVD Writer External	02		10000
31.	HDD External 500 GB	02		15000
32.	PAD (Latest Configuration)	02		15000
33.	Broad band For Internet (Speed Min. 8mbps)	04		LS
34.	USB Modem	02		8000
35.	Generator 15 KVA Water Coolant	01		450000

#### ENVIRONMENT ENGINEERING LABORATORY

1.	pH Meter	01	500
2.	Turbidity Meter	01	5000
3.	Oven with Temperature Controller and Forced Air Circulation Type	01	20000
4.	B.O.D. Incubator	01	25000
5.	Water Analysis Kit	01	5000
6.	High Volume Sampler	01	40000
7.	Electrical Balance for weighing upto 1/10 of milligram (capacity)	01	1000

Sr. No.	Description	Qty	Total Price (Rs)
<b>COMMUNICATION LABORATORY</b>			
1.	Stools	60	15,000
2.	Display Board/Screen	2	6,000
3.	Sound recording and playing system	1	6,000
4.	Audio cassettes	60	2,000
5.	Overhead Projector	1	5,000
6.	Transparencies slides	100	500
7.	TV, VCR and camera for video recording	1 each	20,000
8.	English spoken course	1	2,000
9.	A Quiz room equipped with two way audio system, back projection system and slide projector	1	30,000
10.	Miscellaneous	LS	1,500

### **(C) Furniture Requirement**

Norms and standards laid down by AICTE be followed for working out furniture requirement for this course.

### **7.2 Human Resources Development:**

Weekly work schedule, annual work schedule, student teacher ratio for various group and class size, staffing pattern, work load norms, qualifications, experience and job description of teaching staff workshop staff and other administrative and supporting staff be worked out as per norms and standards laid down by the AICTE.

## **8 EVALUATION STRATEGY**

### **8.1 INTRODUCTION**

Evaluation plays an important role in the teaching-learning process. The major objective of any teaching- learning endeavor is to ensure the quality of the product which can be assessed through learner's evaluation.

The purpose of student evaluation is to determine the extent to which the general and the specific objectives of curriculum have been achieved. Student evaluation is also important from the point of view of ascertaining the quality of instructional processes and to get feedback for curriculum improvement. It helps the teachers in determining the level of appropriateness of teaching experiences provided to learners to meet their individual and professional needs. Evaluation also helps in diagnosing learning difficulties of the students. Evaluation is of two types: Formative and Summative (Internal and External Evaluation)

#### **Formative Evaluation**

It is an on-going evaluation process. Its purpose is to provide continuous and comprehensive feedback to students and teachers concerning teaching-learning process. It provides corrective steps to be taken to account for curricular as well as co-curricular aspects.

#### **Summative Evaluation**

It is carried out at the end of a unit of instruction like topic, subject, semester or year. The main purpose of summative evaluation is to measure achievement for assigning course grades, certification of students and ascertaining accountability of instructional process. The student evaluation has to be done in a comprehensive and systematic manner since any mistake or lacuna is likely to affect the future of students. In the present educational scenario in India, where summative evaluation plays an important role in educational process, there is a need to improve the standard of summative evaluation with a view to bring validity and reliability in the end-term examination system for achieving objectivity and efficiency in evaluation.

## 8.2 STUDENTS' EVALUATION AREAS

The student evaluation is carried out for the following areas:

- Theory
- Practical Work (Laboratory, Workshop, Field Exercises)
- Project Work
- Professional Industrial Training

### **Theory**

Evaluation in theory aims at assessing students' understanding of concepts, principles and procedures related to a course/subject, and their ability to apply learnt principles and solve problems. The formative evaluation for theory subjects may be caused through sessional /class-tests, home-assignments, tutorial-work, seminars, and group discussions etc. For end-term evaluation of theory, the question paper may comprise of three sections.

#### **Section-I**

It should contain objective type items e.g. multiple choice, matching and completion type. Total weightage to Section-I should be of the order of 20 percent of the total marks and no choice should be given in this section. The objective type items should be used to evaluate students' performance in knowledge, comprehension and at the most application domains only.

#### **Section-II**

It should contain short answer/completion items. The weightage to this section should be of the order of 40 percent of the total marks. Again, no choice should be given in section-II

#### **Section-III**

It may contain two to three essay type questions. Total weightage to this section should be of the order of 40 percent of the total marks. Some built-in, internal choice of about 50 percent of the questions set, can be given in this section

**Table II : Suggested Weightage to be given to different ability levels**

<b>Abilities</b>	<b>Weightage to be assigned</b>
Knowledge	10-30 percent
Comprehension	40-60 percent
Application	20-30 percent
Higher than application i.e. Analysis, Synthesis and Evaluation	Upto 10 percent

### **Practical Work**

Evaluation of students performance in practical work (Laboratory experiments, Workshop practicals/field exercises) aims at assessing students ability to apply or practice learnt concepts, principles and procedures, manipulative skills, ability to observe and record, ability to interpret and draw conclusions and work related attitudes. Formative and summative evaluation may comprise of weightages to performance on task, quality of product, general behaviour and it should be followed by viva-voce.

### **Project Work**

The purpose of evaluation of project work is to assess students ability to apply, in an integrated manner, learnt knowledge and skills in solving real life problems, manipulative skills, ability to observe, record, creativity and communication skills. The formative and summative evaluation may comprise of weightage to nature of project, quality of product, quality of report and quality of presentation followed by viva-voce.

### **Professional Industrial Training**

Evaluation of professional industrial training report and viva-voce/ presentation aims at assessing students' understanding of materials, industrial processes, practices in the industry/field and their ability to engage in activities related to problem-solving in industrial setting as well as understanding of application of learnt knowledge and skills in real life situation. The formative and summative evaluation may comprise of weightages to performance in testing, general behaviour, quality of report and presentation during viva-voce.

## 9. RECOMMENDATIONS FOR EFFECTIVE CURRICULUM IMPLEMENTATION

This curriculum document is a Plan of Action and has been prepared based on exhaustive exercise of curriculum planning and design. The representative sample comprising selected senior personnel (lecturers and HODs) from various institutions and experts from industry/field have been involved in curriculum design process.

The document so prepared is now ready for its implementation. It is the faculty of polytechnics who have to play a vital role in planning instructional experiences for the courses in four different environments viz. class-room, laboratory, library and field and execute them in right perspective. It is emphasized that a proper mix of different teaching methods in all these places of instruction only can bring the changes in stipulated students behaviour as in the curriculum document. It is important for the teachers to understand curriculum document holistically and further be aware of intricacies of teaching-learning process (T-L) for achieving curriculum objectives. Given below are certain suggestions which may help the teachers in planning and designing learning experiences effectively. These are indicative in nature and teachers using their creativity can further develop/refine them. The designers of the programme suggest every teacher to read them carefully, comprehend and start using them.

### **(A) Broad Suggestions:**

1. Curriculum implementation takes place at programme, course and class-room level respectively and synchronization among them is required for its success. The first step towards achieving synchronization is to read curriculum document holistically and understand its rationale and philosophy.
2. An academic plan needs to be prepared and made available to all polytechnics well in advance. The Principals have a great role to play in its dissemination and, percolation upto grass-root level. Polytechnics, in turn are supposed to prepare institutional academic plan.
3. HOD of every Programme Department along with HODs and incharges of other departments are required to prepare academic plan at department level referring to institutional academic plan.
4. All lecturers/Senior lecturers are required to prepare course level and class level lesson plans referring departmental academic plan.

### **(B) Course Level Suggestions**

Teachers are educational managers at class room level and their success in achieving course level objectives lies in using course plan and their judicious execution which is very important for the success of programme by achieving its objectives.



Polytechnic teachers are required to plan various instructional experiences viz. theory lecture, expert lectures, lab/workshop practicals, guided library exercises, field visits, study tours, camps etc. In addition, they have to carry out progressive assessment of theory, assignments, library, practicals and field experiences. Teachers are also required to do all these activities within a stipulated period of time. It is essential for them to use the given time judiciously by planning all above activities properly and ensure execution of the plan effectively.

Following is the gist of suggestions for subject teachers to carry out T-L process effectively:

1. Teachers are required to prepare a course plan, taking into account departmental academic plan, number of weeks available and courses to be taught.
2. Teachers are required to prepare lesson plan for every theory class. This plan may comprise of contents to be covered, learning material for execution of a lesson plan. They may follow steps for preparing lesson plan e.g. drawing attention, state instructional objectives, help in recalling pre-requisite knowledge, deliver planned subject content, check desired learning outcomes and reinforce learning etc.
3. Teachers are required to plan for expert lectures from field/industry. Necessary steps are to plan in advance, identify field experts, make correspondence to invite them, take necessary budgetary approval etc.
4. Teachers are required to plan for guided library exercises by identification of course specific experience requirement, setting time, assessment, etc. The assignments and seminars can be thought of as terminal outcome of library experiences.
5. Concept and content based field visits may be planned and executed for such content of course which is abstract in nature and no other requisite resources are readily available in institute to impart them effectively.
6. There is a dire need for planning practical experiences in right perspective. These slots in a course are the avenues to use problem based learning/activity learning/ experiential learning approach effectively. The development of lab instruction sheets for the course is a good beginning to provide lab experiences effectively.
7. Planning of progressive assessment encompasses periodical assessment in a semester, preparation of proper quality question paper, assessment of answer sheets immediately and giving constructive feed back to every student
8. The student centred activities may be used to develop generic skills like task management, problem solving, managing self, collaborating with others etc.

9. Where ever possible, it is essential to use activity- b a s e d learning rather than relying on delivery based conventional teaching all the time.
10. Teachers may take initiative in establishing liaison with industries and field organizations for imparting field experiences to their students.
11. Students be made aware about issues related to ecology and environment, safety, concern for wastage of energy and other resources etc.
12. Students may be given relevant and well thought out project assignments, which are purposeful and develop practical skills. This will help students in developing creativity and confidence for their gainful employment.
13. A Project bank may be developed by the concerned department of the polytechnics in consultation with related Industry, research institutes and other relevant field organizations in the state.

## 10. LIST OF PARTICIPANTS

**The following experts have participated in workshop for Developing the Curricula Structure and Contents of Craft Technology for UP State on 28th July, 2021 at IRDT, Kanpur:**

1. Dr. Alka Ali, Professor, UPTTI U.P. Kanpur.
2. Dr. Ruchi Mittal, Principal, Ruchi's Institute of Creative arts Prayagraj.
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4. Shri R.K. Gupta, HOD Textile Technology, GP Hindalpur, Hapur.
5. Shri Asif Zaidi, HOD Fashion Technology, GGP Varanasi.
6. Shri Dinesh Kumar Gautam, Lecturer, GGP Lucknow.
7. Shri Brijesh Mishra, Lecturer, GP Hindalpur Hapur.
8. Dr. Shikha, Assistant Professor, Amity University Noida.
9. Shri Ashish Srivastava, Resource Person, Centre of Fashion Design & Technology, Allahabad University Prayagraj.