SNDT Women's University, Mumbai

Undergraduate Degree / UG Programme (Syllabus as Per NEP) - Faculty of Interdisciplinary Studies

M. Design
(Interdisciplinary – Fashion)

As Per NEP – 2020

Semester – I to IV

Syllabus
(W.E.F. Academic Year 2025-26)

Terminologies

Abbreviation	Full-form	Remarks	Related to Major and Minor Courses
Major (Core)	Main Discipline		
Major (Elective)	Elective Options		related to the Major Discipline
Minor Stream	Other Disciplines (Inter/ Multidisciplinary) not related to the Major	either from the same Faculty or any other faculty	
OEC	Open Elective Courses/ Generic		Not Related to the Major and Minor
VSEC	Vocational and Skill Enhancement Courses		
VSC	Vocational Skill Courses		Related to the Major and Minor
SEC	Skill Enhancement Courses		Not Related to the Major and Minor
AEC	Ability Enhancement Courses	Communication skills, critical reading, academic writing, etc.	Not Related to the Major and Minor
VEC	Value Education Courses	Understanding India, Environmental science/education, Digital and technological solutions, Health & Wellness, Yoga education, sports, and fitness	Not Related to the Major and Minor
IKS	Indian Knowledge System	Generic IKS Course: basic knowledge of the IKS [. Subject Specific IKS Courses: advanced information pertaining to the subject: part of the	Subject Specific IKS related to Major

		major credit.	
VEC	Value Education Courses		Not Related to the Major and Minor
OJT	On-Job Training (Internship/Apprenticeship)	corresponding to the Major Subject	Related to the Major
FP	Field projects	corresponding to the Major Subject	Related to the Major
CC	Co-curricular Courses	Health and Wellness, Yoga education sports, and fitness, Cultural Activities, NSS/NCC and Fine/ Applied/Visual/ Performing Arts	Not Related to the Major and Minor
CE	Community Engagement and service		Not Related to the Major and Minor
RP	Research Project	corresponding to the Major Subject	Related to the Major

Programme Template – M. Design (Interdisciplinary – Fashion)

Particulars	Details
Programme Degree	M. Design
Parenthesis (Specialization)	Interdisciplinary – Fashion
Preamble	The Master of Design (M.Des.) degree programme addresses the ever-changing needs and intricacies of the design field. With rapid technological advancements, changing societal demands, and emerging global trends, the programme aims to develop a sensitive generation of design leaders, innovators, and researchers equipped with advanced knowledge, creative skills, and critical thinking across diverse areas of design.
Programme Specific Outcomes (PSOs)	After completing this programme, the learner will be able to:
	Evolve as a design professional in the area of their choice with advanced skills and knowledge through research-oriented projects and specialized inputs.
	Venture as entrepreneurs in their chosen areas of electives.
	Prepare for advanced roles in design practice, research, and leadership across various sectors of design.
Eligibility Criteria for Programme	1. Full-time degree of minimum four-year duration in Design / Fine Arts / Applied Arts / Architecture.
	2. Three-year Bachelor's Degree from any recognized University in B. Design / Fashion Technology / B. Tech. / Three-year Diploma from Government Polytechnic along with any Bachelor's Degree and industry experience / B.Sc. Textile Science and Apparel Design / B.Sc. Fashion Design.
	3. For a three-year degree programme, students must complete a bridge course of 8 credits in their first year (4 credits each in Semester I and Semester II).
	4. Undergraduate degree in any discipline from an institute/university recognized by law in India, with an aptitude for fashion and private diploma certificates in the related field. Such candidates must undergo a college-level test. The University Bridge

	Programme is mandatory for such candidates, as prescribed in the curriculum.
Bridge Course Subjects	1. Design Conceptualization – Th & Pr
	2. Technical Drawing – Pr
	3. Computer Application – Pr
Intake	1 Division of 15 Students (AICTE)

- **External Examination does not always mean a Theory paper. It may be a practical examination, Product submission, project, viva voce, etc., checked by external examiners.**
- **Internal evaluation should not be Written Theory papers like Unit tests. Internal marks will be gained through practical, small group or individual projects, activities, presentations, seminars, workshops, products, assignments, application-based work, reports, etc.**
- **Practical may be part of the main courses along with theory modules instead of having separate courses of practical work.**

Structure with Course Titles

M. Design (Interdisciplinary – Fashion)

Semester - I

Code	Courses	Type of Course	Credits	Marks	Int	Ext
117521	Design Process and Analysis (Pr)	Major (Core)	4	100	50	50
117522	Design for Special Needs (Pr)	Major (Core)	4	100	50	50
117513	Brand Design (Th)	Major (Core)	4	100	50	50
117514	Contemporary Global Issues in Fashion (Th+Pr)	Major (Core)	4	100	50	50
117525	Industry Project (Pr)	Major (Core)	2	50	50	0
127521	A. Contemporary Design (Pr)	Major (Elective) **(Any One)**	2	50	0	50
127522	B. Sustainable Design (Pr)					
137511	Research Methodology (Th)	Minor Stream	2	50	0	50
	Total		**22**	**550**	**250**	**300**

Semester II

Code	Courses	Type of Course	Credits	Marks	Int	Ext
217521	Design Management (Pr)	Major (Core)	4	100	50	50
217512	Entrepreneurship and Fashion Business (Th)	Major (Core)	4	100	50	50
217513	Research Paper Writing (Th)	Major (Core)	4	100	50	50
217524	Design for Community (Pr)	Major (Core)	4	100	50	50
237511	Research Writing and Data Collection (Th)	Minor Stream	2	50	50	0
227521	A. Sustainable Design Advance (Pr)	Major (Elective) **(Any One)**	2	50	0	50
227522	B. Product Design (Pr)					
247521	Field Project (Pr)	FP	2	50	0	50
	Total		**22**	**550**	**250**	**300**

From this semester onwards, the university is required to provide subject codes along with subject approval

Semester III

Code	Courses	Type of Course	Credits	Marks	Int	Ext
317521	Dissertation-I (Pr)	Major (Core)	8	200	100	100
317522	Advance Computer Application (Pr)	Major (Core)	4	100	50	50
317523	AI in Design Research (Pr)	Major (Core)	4	100	50	50
337521	Unreal Engine Application in Design (Pr)	Minor	2	50	0	50
337522	A. Waste Management in Fashion Industry (Pr)	Minor (Elective) **(Any One)**	2	50	0	50
337523	B. Upcycling in Fashion Industry (Pr)					
357521	Futuristic Design (Pr)	RP	2	50	0	50
	Total		**22**	**550**	**200**	**350**

Semester IV – Code Verification

Code	Courses	Type of Course	Credits	Marks	Int	Ext
417521	Business Proposal Writing (Pr)	Major (Core)	4	100	50	50
417522	Portfolio Development (Pr)	Major (Core)	4	100	50	50
437521	Digital Marketing in Fashion (Pr)	Minor	2	50	0	50
457521	Dissertation-II (Pr)	RP	8	200	100	100
447521	Internship (Pr)	OJT	4	100	0	100
	Total		**22**	**550**	**200**	**350**

M. Design (Interdisciplinary- Fashion)

Syllabus 2024-25

Semester I (22Credits)

1.1 Major (Core)

Course code **117521**	**Course Name** **Design Process and Analysis**		**Crs** **4**
Course Outcome	After going through the course, learners will be able to 1. Implement the Design Thinking from various contexts such as people, projects, processes and procedure. 2. Overview Design in the form of case study in order to identify, analyze, interpret, & establish a strong Promotion for Design on the basis of Design strategy. 3. Manage Design as a tool for Global change to review and revise problem areas.		
Sr. No.	**Module Outcomes**	**Course Contents**	**Cr.**
Module 1	**Overview of Design**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Define DESIGN from panoramic perspectives to formulate its wider definition. Recognize how Design is perceived through various factors.	• Meaning and Perception. • Aesthetics in Design • Defining Design through various influencing factors o Social Attitude o Aesthetic Presence o Psychological Satisfaction o Historical Revival o Solution over a problem	
Module 2	**Design Process**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Apply Process in order to Design a Product and further explore the diverse stages involved in it. Design Process to develop products.	**Identification and Conceptualization** - Research on Major Influential factors. - Ideation by Gathering influences. - Selection of the Market upon Demographics, Geographic's, Psychographics and Behavioral patterns in sync with a particular Brand through Research. - Conceptualization in order to define purpose and aim for	

		developing the Design. **Synthesizing ideas** - Source of Inspiration - Exploration of designs with implementation of the inspiration. - Refinement of designs through developing for finalization.	
Module 3	**Modelling and Communication**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Transform the visualization from 2-D to 3-D in the form of the product. 2. Express and visualize the final outcome in the form of a prototype to be communicated in an effective way.	• Interpretation of products in the form of relevant boards • Sample development for the final prototype including its raw materials and processes. • Develop a prototype as per the visualization. • Preparing relevant boards and medium through which the entire process will be communicated.	
Module 4	**Design Analysis & Evaluation**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Visualize the final outcome as a prototype to analyze and evaluate the Design through feedback and product analysis. 2. Perform Market analysis for the acceptance through surveys	• Fashion Scan, Consumer Scan or Brand Scan in order to identify the suitability of the Design to the particular Client or Market. • Feedback from respective brands for further refinement for fit, workmanship, aesthetic appearance, and cost.	
Assignments/ Activities towards CCE			

1. Research & Compilation of data in the form of a document in order to identify the various aspects of Design and how different factors influence Design.
2. Identifying the various sources of inspiration and conceptualizing the same in order to suit the selected Brand and Market in order to develop the collection.
3. Identifying the inspiration and creating variety through design development to suit the concept, followed by refinement of the actual Prototype of the concept.
4. Producing the prototype and compiling the same in order to communicate in particular verbal and non-verbal methods.
5. Identifying a required Sample in order to analyze the designed Product with suitable techniques such as Google forms, reviews, or feedback via the concerned team of the particular brand to analyze the suitability of the Designed Range, and further improvements can be suggested in order to suit the client.

Bibliography

Aspelund, C. (2012). *Design process*. Fairchild Books.

Ellinwood, J. G. (2011). *Fashion by design*. Fairchild Books.

Faerm, S. (2011). *Design for fashion portfolio*. A & C Black, Bloomsbury Publishing Plc.

McKelvey, K., & Munslow, J. (2003). *Fashion design: Process, innovation, and practice*. Blackwell Publishing.

1.2 Major (Core)

<table>
<tr><td>Course code

117522</td><td colspan="2">Course Name

Design for Special Needs</td><td>Crs

4</td></tr>
<tr><td>Course Outcome</td><td colspan="2">After going through the course, learners will be able to
1. Analyze needs and wants in response to design problems in the development phase and synthesize ideas and design information to propose design concepts in the develop phase
2. Describe the features that define commercial design problems and design criteria based on client needs and wants
3. Human needs and wants are the driving force behind the design, and collaborating with people and demonstrating empathy will assist the designer in meeting the clients' needs and wants
4. Describe the features and sustainable requirements that define redesign problems and design criteria</td><td></td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Design in practice</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to

1. Analyze needs and wants in response to design problems in the develop phase.
2. Synthesize ideas and design information to propose design concepts in the develop phase</td><td>• Experiencing design
• Design process
• Design styles</td></tr>
<tr><td>Module 2</td><td colspan="2">Commercial design</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to

1. Describe the features that define commercial design problems
2. Design criteria based on client needs and wants</td><td>• Explore — client needs and wants
• Develop — collaborative design</td></tr>
<tr><td>Module 3</td><td colspan="2">Human-centered design</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
</table>

	After learning the module, learners will be able to 1. Identify Human needs and wants as the driving force behind the design 2. Collaborate with people and demonstrate empathy will assist the designer to meet the clients' needs and wants	• Designing with empathy	
Module 4	**Sustainable Design**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Describe the features of Sustainable Design 2. Analyze sustainable requirements that define redesign problems and design criteria	• Explore — sustainable design opportunities • Develop — redesign	

Assignments/ Activities towards CCE
1. Research & Compilation of data in the form of documents in order to identify the various aspects of Design. 2. Identifying and conceptualizing for creating a relevant product to suit the special need. 3. Development of Prototype, followed by feedback from users.

Bibliography

Clarkson, J., Coleman, R., Keates, S., & Lebbon, C. (Eds.). (2003). Inclusive design: Design for the whole population. Springer.

Newell, A. F., & Gregor, P. (2000). User sensitive inclusive design. In Proceedings on the 2000 conference on Universal Usability (pp. 39-44). ACM Press.

Persson, H., Åhman, H., Yngling, A. A., & Gulliksen, J. (2015). Universal design, inclusive design, accessible design, design for all: Different concepts—One goal? Disability and Rehabilitation, 37(11), 1346-1351.

Pullin, G. (2009). Design meets disability. MIT Press.

Story, M. F., Mueller, J. L., & Mace, R. L. (1998). The universal design handbook. McGraw-Hill.

1.3 Major (Core)

Course code **117511**	**Course Name** **Brand Design**		**Crs** **4**
Course Outcome	After going through the course, learners will be able to 1. Review, Analyze, and implement branding in today's marketplace. 2. Obtain the above skills & capacity to apply to a brand design strategy.		
Sr. No.	**Module Outcomes**	**Course Contents**	**Cr.**
Module 1	**Overview of Branding**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Discuss the importance of branding in today's marketplace 2. Recognize the key elements that contribute to creating and maintaining a strong brand identity	• Basics of Branding • Types of brands • Relationship between Brands and consumers • Consumer's expectations from brands	
Module 2	**Establishing a Brand**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Develop brand design and its application in today's marketplace 2. Expand a brand that resonates with its audience and drives business success.	• Brand anatomy • Brand structure • Brand positioning • Sensory branding	
Module 3	**Brand Identity**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Gain the brand design strategy keeping in mind key elements of visual design 2. Gain the brand design strategy keeping in mind the consumer needs and wants	• Visual identity development • Verbal identity • Experiential identity	
Module 4	**Developing Brand**		**1**

	Learning Outcomes	Module Content	
	After learning the module, learners will be able to 1. Implement the brand design experience for developing the brand with specification learnt in the above modules 2. Implement the brand design experience for the consumer	• Putting together the entire brand design experience • Developing the brand identity manual in reference with realistic project.	

Assignments/ Activities towards CCE

1. Identify various brands and their types and identify their consumers (target audience)
2. Develop the brand identity, brand personality, and brand position for a lifestyle product of your choice
3. Prepare the visual, verbal, and experiential identity of the brand that you have chosen
4. Mockups of blocks 2 and 3 and brand identity manual presentation in reference to the project.

Bibliography

Clifton, R., Simmons, J., & Ahmad, S. (2004). Brands and branding. Bloomberg Press.

Healey, M. (2010). What is branding? RotoVision.

Kollmann, T. (2020). Digital brand positioning: How to strategically position brands in the digital marketplace. Springer.

Millman, D. (2011). Brand thinking and other noble pursuits. Allworth Press.

Neumeier, M. (2005). The brand gap: How to bridge the distance between business strategy and design. New Riders.

Olins, W. (2014). Brand new: The shape of brands to come. Thames & Hudson.

Wheeler, A. (2017). Designing brand identity: An essential guide for the whole branding team (5th ed.). Wiley.

1.4 Major (Core)

Course code **117512**	**Course Name** **Contemporary Global Issues**		**Crs** **4**
Course Outcome	After going through the course, learners will be able to 1. Review the globalization phenomenon of fashion business. 2. Address contemporary issues impacting international and global affairs in terms of the major political, social, economic and environmental forces confronting global communities.		
Sr. No.	**Module Outcomes**	**Course Contents**	**Cr.**
Module 1	**Overview of Globalization from the perspectives of Fashion Industry**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Review the influence of globalization in the development.	• Introduction to globalization • Issues from the Past that has significant effect on the world	
Module 2	**Discuss of the current global issues in Fashion Industry- their challenges and Achievement**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. To examine the impact of social, environmental, and economic in the context of textile and apparel production and consumption.	• Social • Environmental • Economic	
Module 3	**The role of governments bodies, Organizations, Standards and Certifying agencies working on global fashion issues**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Analyze the global markets for developing sustainable supply chains.	• Asia • Europe • United States of America • United Kingdom	

	2. Analyze the role of various bodies in developing sustainable supply chains.		
Module 4	**Identifying Global issues in fashion industry**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Identify the impact of globalization in present scenario 2. Review the impact with relevant solutions through Design, processes or practices	• An identifying of Emerging global issues, • Cause • Effect and • Remedy	
Assignments/ Activities towards CCE			
1. Each student will design, research, write, and present research article on topics related to the main areas of the subject covering issues related to social, environmental and economic sustainability for a given market. 2. The student shall find out the solution and further to convert the entire work in the form of research paper presentation of 3000 words.			

Bibliography

Gordon, J. F., & Hill, C. (2015). Sustainable fashion: Past, present, and future. Bloomsbury Publishing.

Hethorn, J., & Ulasewicz, C. (2015). Sustainable fashion: What's next? Bloomsbury Publishing.

Kunz, I. G., Karpova, E., & Garner, B. M. (2016). Going global: The textile and apparel industry. Bloomsbury Publishing.

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Sustainability Summit. (2023). Annual conference on global sustainability initiatives. https://www.sustainabilitysummit.org

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Green Fashion India. (2023). LIFE is Our Responsibility, Pune, India. https://www.soft.ac.in/gfi/.com

Lakme Fashion Week. (2023). Fashion week showcasing sustainable fashion innovations. Mumbai, India. https://www.lakmefashionweek.in

Fashion Revolution. (2023). Global campaign and event advocating for transparency in the fashion industry. https://www.fashionrevolution.org

1.5 Major (Core)

<table>
<tr><td>Course code

117523</td><td colspan="2">Course Name

Industry Project</td><td>Crs

2</td></tr>
<tr><td>Course Outcome</td><td colspan="2">After going through the course, learners will be able to

1. Engage with any of the product based industry through fieldwork and experimentation
2. Study the product process and existing product range
3. Identify the design gap to meet global product demand & suggest relevant design solutions through innovative product development
4. Document the process along with the design solutions</td><td></td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Branding and Product Analysis</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to

1. Analyze the existing branding strategies of the craft and suggest appropriate branding solutions
2. Identify the existing product categories where craft is utilized and suggest the product sector where the craft is unexplored</td><td>• List down the challenges related to the "Promotion, Marketing, Sales & Visual merchandising" of the product.
• SWOT analysis of the branding strategies
• Identifying the gap to provide solutions from the following contexts:
o Solutions for Market presence
o Collaborations for selling the products
• Analysis of Product Category
o Apparel
o Corporate Gifts or
o Stationary
o Accessories
o Home/ corporate Décor
Identify the product sector to be explored.</td><td></td></tr>
<tr><td>Module 2</td><td colspan="2">Artisan Collaboration and Presentation</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to
1. Propose a Design solution for diversifying the product range
2. Conduct experimentation in collaboration with artisans followed by feedback
3. Propose the craft document with a contemporary design solution for the global market
4. Display the outcome of the subject through viva and visual presentation</td><td>• Design development with suitable boards for the following
o Motifs
o Repeats
o Patterns
o Designs for diversified product range
o Design dockets
• Sampling in collaboration with industry
• Prototyping</td><td></td></tr>
</table>

		• Documentation (Previous subject of Community Engagement) • Design process along with docket	

Assignments/ Activities towards CCE

1. Students are required to select a product-based industry, prepare a research document based on the product range available along with research on the particular industry.
2. Students are required to identify the Design problem based on existing product range followed by the addition of the visualization of Designs.
3. Students are required to prepare a presentation or display the outcomes of all the above points covered in all the modules through digital interpretations.

Bibliography

Bhatnagar, P. (2004). Traditional Indian costumes and textiles. Abhishek Publication.

Chattopadhyay, K. (1995). Handicrafts of India. WisdomTree.

Crill, R. (1998). Indian Ikat textiles. Weatherhill Inc.

Dhamija, J., & Jain, J. (1989). Hand-woven fabrics of India. Mapin Publishing Pvt. Ltd.

Gillow, J., & Barnard, N. (1991). Traditional Indian textiles. Thames and Hudson.

Kapur, C., & Ambasanyal. (1989). Saris of India. Amr Vastra Kosh, Wiley Eastern Limited.

1.6 A. Major (Elective)

<table>
<tr><td>Course code

127521</td><td colspan="2">Course Name

Contemporary Design</td><td>Crs

2</td></tr>
<tr><td>Course Outcome</td><td colspan="2">After going through the course, learners will be able to

1. Analyze contemporary design practices in fashion.
2. Explore the impact of PESTLE factors on contemporary Fashion
3. Enhance critical thinking and problem-solving, and apply the same in contemporary design.</td><td></td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Introduction to Contemporary Design</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to

1. Define Contemporary Design from the perspectives of historical influences
Demonstrate how PESTLE factors affect contemporary design</td><td>• Definition and scope of contemporary design.
• Historical evolution and the transition from modernism to contemporary design.
• PESTLE factors and its influence on Fashion in 21st century</td></tr>
<tr><td>Module 2</td><td colspan="2">Integrating Contemporary Design through Innovation</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to

1. Explore the various ways to introduce Contemporary Design through innovative materials.
2. Explore the various ways to design Contemporary products through innovative methods</td><td>• Overview of design domains in fashion and relevant product sector
• Innovate materials through experimentation.
• Innovative Material utilization into a contemporary fashion product</td></tr>
<tr><td colspan="4">Assignments/ Activities towards CCE</td></tr>
</table>

1. Analysis of a contemporary design trend or movement in fashion with the application of PESTLE
2. Collaborate on a design solution that addresses a contemporary issue as per PESTLE
3. Experiment to create innovative materials, design products for fashion that utilize material innovation. (Sampling of 5 material innovations)
4. Presentation of Contemporary design project through digital interpretations.

Bibliography

Ashby, M. F., & Johnson, K. (2010). Materials and design: The art and science of material selection in product design (2nd ed.). Butterworth-Heinemann.
Fletcher, K. (2013). Sustainable fashion and textiles: Design journeys (2nd ed.). Routledge.
Fuad-Luke, A. (2009). The eco-design handbook: A complete sourcebook for the home and office (3rd ed.). Thames & Hudson.
Karana, E., Pedgley, O., & Rognoli, V. (2014). Materials experience: Fundamentals of materials and design. Butterworth-Heinemann.
Quinn, B. (2013). Textile futures: Fashion, design and technology. Berg Publishers.

1.6 B. Major (Elective)

<table>
<tr><td>Course code

127511</td><td colspan="2">Course Name

Sustainable Design</td><td>Crs

2</td></tr>
<tr><td>Course Outcome</td><td colspan="2">After going through the course, learners will be able to

1. Gain knowledge on sustainable principles, including ecological, economic, and social sustainability.
2. Identify the impact of materials, energy, and processes used in design on the environment
3. Explore methods to minimize negative impacts at every stage of the design lifecycle.</td><td></td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Introduction to Sustainability in Design</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to

1. Define sustainability and its three main pillars— environmental, social, and economic sustainability.
2. Demonstrate of how design decisions influence sustainability at local and global scales.
3. Identify and Learn sustainable design methodologies</td><td>• Definition and history of sustainability.
• Key principles of sustainability: environmental, economic, and social dimensions.
• The role of design in sustainability and its impact on global challenges (e.g., climate change, resource depletion).
• Overview of sustainable design methodologies (e.g., Cradle to Cradle, Biomimicry, Circular Economy).
• Introduction to systems thinking and its role in sustainable design.</td></tr>
<tr><td>Module 2</td><td colspan="2">Integrating Sustainable Design</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to

1. Analyze the Goals (SDGs) and assess how design can contribute to achieving these goals.
2. Critically examine case studies on design for sustainable development.</td><td>• Integrate global sustainability goals in design thinking
• United Nations Sustainable Development Goals (SDGs) and their relevance to design.
• Case studies on how design can contribute to achieving SDGs (e.g., sustainable cities, responsible consumption, and production).</td></tr>
</table>

Assignments/ Activities towards CCE
1. Create a case study document based on the contents and suggest an appropriate idea in terms of Product, Process, service or system to integrate into the existing study. 2. Students select an existing product, service, or system that follows sustainable design principles (e.g., circular economy, biomimicry, or Cradle to Cradle). They must research the project, describe how sustainability was integrated, and assess its environmental, economic, and social impact. 3. Provide a solution over identified problem area and present in the form of digital ideation.

Bibliography

Fletcher, K. (2013). Sustainable fashion and textiles: Design journeys (2nd ed.). Routledge.

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McDonough, W., & Braungart, M. (2013). The upcycle: Beyond sustainability—Designing for abundance. North Point Press.

Papanek, V. (1995). The green imperative: Natural design for the real world. Thames & Hudson.

Thackara, J. (2005). In the bubble: Designing in a complex world. MIT Press.

1.7 Minor Stream

<table>
<tr><td>Course code

137511</td><td colspan="2">Course Name

Research Methodology</td><td>Crs

2</td></tr>
<tr><td>Course Outcome</td><td colspan="2">After going through the course, learners will be able to

1. Introduce the learner to the concept of scientific research
2. Enlighten the learner with methodology, methods, and techniques of research
3. Accustom the learner to the various stages and procedures of Academic Research
4. Provide the learner the hands-on experience in conducting Research</td><td></td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Foundations of Research & Problem identification</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to

1. Identify the concept of research fundamentals and its process.
2. Identifying types of research for its suitability in Design
3. Identify the relevant Research problem in the field of Design
4. Formulate the research question as per research framework</td><td>• Meaning,
-Objectives
-Motivation
-Utility
• Concept of theory, empiricism,
• Deductive and inductive theory
• Characteristics of scientific method
• Interpreting the language of Research
• Concept, Construct, Definition, Variable
• Research Process
• Types of Research
• Problem Identification & Formulation
• Research Question
-Investigation Question
-Measurement Issues
• Use of Encyclopedias, Research Guides, Handbook etc.
• Academic Databases for Computer Science Discipline</td><td></td></tr>
<tr><td>Module 2</td><td colspan="2">Hypothesis & Sampling</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to

1. Formulate the hypothesis for the research
2. Apply the tool of sampling</td><td>• Null Hypothesis & Alternative
• Hypothesis.
• Hypothesis Testing
• Logic & Importance
• Types of Sampling
- Sampling</td><td></td></tr>
</table>

		- Concepts of Statistical Population - Sample - Sampling Frame - Sampling Error - Sample Size - Non Response - Probability Sample - Simple Random Sample - Systematic Sample - Stratified Random Sample - Multi-stage sampling. - Determining size of the sample - Practical considerations in sampling and sample size. - Statistics for Data science	
Assignments/ Activities towards CCE			
1. Group discussion of what is research. 2. Write a summery on proposed research area of interest in 500 words. 3. Formulate a research question using investigating methods. 4. Formulate a hypothesis using investigating methods. 5. Preparing the questionnaire and data collection for data analysis. 6. Collecting data through sources like interviews, case study, surveys, review of literature and preparing the case study report.			

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Sinha, S. C., & Dhiman, A. K. (2002). Research methodology. Ess Ess Publications.

Semester II

2.1 Major (Core)

<table>
<tr><td>Course code

217521</td><td colspan="2">Course Name

Design Management</td><td>Crs

4</td></tr>
<tr><td>Course Outcome</td><td colspan="2">After going through the course, learners will be able to

1. Define the meaning of design and identify how different factors influence design perceptions.
2. Apply the design process to generate and conceptualize fashion product ideas that address specific problems.
3. Transform design concepts into tangible fashion products.
4. Analyze market trends and demands and communicate product designs aligned with these needs.</td><td></td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Design In context</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to

1. Analyze and explain how design is perceived across various contexts, considering cultural, social, and functional factors.
2. Assess and critique how specific design solutions are tailored to contextual needs.</td><td>• Design and Business
• Design & Society
• Design & People
• Design & products
• Design & services
• Design & Project</td><td></td></tr>
<tr><td>Module 2</td><td colspan="2">Design Overview</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to

1. Distinguish between various design disciplines and describe their key characteristics and purposes.
2. Evaluate how design reflects and influences cultural and social norms across different periods and regions.</td><td>• The Power of Design
• Design skills
• Design planning
• Project Management
• Design success.</td><td></td></tr>
<tr><td>Module 3</td><td colspan="2">Managing Design Strategy</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
</table>

	After learning the module, learners will be able to 1. Develop and manage design strategies by identifying key elements, interpreting trends, establishing a design direction, and promoting the design effectively. 2. Manage the design process from concept to execution, ensuring alignment with strategic goals and customer needs.	• Identifying opportunities for Design • Interpreting the market • Interpreting Client and Consumer needs. • Auditing use of Design • Establishing a Design Strategy • Promoting and Selling the Design Strategy • Planning for long term growth.	

Module 4	**Managing the Design**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Create a detailed project plan for design implementation, including timelines, resources, and milestones. 2. Assess the outcomes of the design implementation, identify areas for improvement, and apply lessons learned to future design projects.	• The Project Management Process • Social and Environmental responsibility • Translating Global Design into Local design • Measuring the success of Design • Reviewing and revising the Design.	
Assignments/ Activities towards CCE			
1. A Case study to define the Design Overview of a Brand or Designer Label based on Indian traditional arts and crafts. 2. Establishing a Design Strategy to uplift any Local Craft. 3. Developing a range of products for transforming a Local Design into a global Design keeping in mind the Design Strategy. 4. Compilation of case study to define each context of Design			

Bibliography

Best, K. (2010). The fundamentals of design management. AVA Academia.
Best, K. (2006). Design management. AVA Academia.

Carlson, W. B. (2009). Design management: Managing design strategy, process, and implementation. Allworth Press.
Lockwood, T. (2010). Design thinking: Integrating innovation, customer experience, and brand value. Allworth Press.
Norman, D. A. (2013). The design of everyday things (Revised and expanded edition). Basic Books.
Owen, C. (2006). Design thinking: Notes on its nature and use. Design Management Review, 17(2), 6-13.

2.2 Major (Core)

Course code **217511**	**Course Name** **Entrepreneurship and Fashion Business**		**Crs** **4**
Course Outcome	After going through the course, learners will be able to 1. Develop the concept of transforming a business idea into a viable entrepreneurial venture. 2. Demonstrate skills necessary to plan and organize a business venture effectively. 3. Obtain an insight of various government regulations and compliance requirements relevant to starting and running a business. 4. Apply business ethics and recognize their responsibilities toward society in the context of entrepreneurship.		
Sr. No.	**Module Outcomes**	**Course Contents**	**Cr.**
Module 1	**Entrepreneurial perspective**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Analyze core principles of entrepreneurship and develop viable entrepreneurial concepts or business plans based on these principles.	• Nature & importance of entrepreneurship • the entrepreneurial and intra-entrepreneurial mind • Individual entrepreneur • International entrepreneurship opportunities	
Module 2	**Creating and starting the venture**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Outline the main stages of venture planning and articulate the importance of each stage in the overall process. 2. Create a comprehensive venture plan that includes market research, financial forecasts, and strategic objectives.	• Creativity and business ideas • Legal issues for entrepreneurs • The business plan- starting the venture • Marketing plan • The organization's plan • The finance plan • Informal risk capital & venture capital	
Module 3	**Financing the New Venture**		**1**
	Learning Outcomes	**Module Content**	

	After learning the module, learners will be able to 1. Articulate why venture planning is crucial and list the major factors that impact the success of venture planning. 2. Assess and describe the impact of different factors on the effectiveness of venture planning.	• Sources of Capital • Personal Funds • Commercial Banks • Type of Bank Loans • Cash Flow Financing • Government Grants • Private Placements • Bootstrap Financing	
Module 4	**Managing, growing, ending of newventure and Business Ethics**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Define and create a detailed strategic plan outlining steps for the future growth and expansion of a business venture. 2. Evaluate potential opportunities and challenges and use this analysis to inform their strategic planning for venture expansion. 3. Analyze ethical dilemmas in business and apply ethical principles to make informed and responsible entrepreneurial decisions.	• Strategies for growth accessing resources from externalsources going public ending the venture • EXIM policies and Govt regulations • Meaning and nature of ethics • Importance and types of ethics • business ethics related to global economy • Relationship between CSR and Business Ethics • Justice and Economic Environment Protection • Business Ethics and Consumer Protection • Business Ethics and Social Justice • Patents, Copyrights, Intellectual Property rights, Trade Marks, and Business Ethics • Ethical Value System, Values • Indian Values and Ethics, Business Ethics • Ethics and Corporate Excellence • Indian and Global Case Studies	
Assignments/ Activities towards CCE			
1. A Case study of a fashion brand. 2. Prepare a case study for the upcoming brand based on all the points covered. 3. Presentation on the topics covered.			

Bibliography

Ferrell, O. C., Fraedrich, J. P., & Ferrell, L. (2021). Business ethics. Cengage India Private Limited.

Granger, M. M., & Sterling, T. M. (2019). Fashion entrepreneurship: Retail business planning. Bloomsbury Publications.
Hisrich, R. D., Peters, M. P., & Shepherd, D. A. (2012). Entrepreneurship. McGraw-Hill Education.
Pherwani, G. (2000). Business ethics. Everest Publishing House.
Vasishth, N., & Rajput, N. (2015). Governance ethics and social responsibility of business. Taxmann Publications Pvt. Ltd.

2.3 Major (Core)

<table>
<tr><td>Course code

217522</td><td colspan="2">Course Name

Research Paper Writing</td><td>Crs

4</td></tr>
<tr><td>Course Outcome</td><td colspan="2">After going through the course, learners will be able to

1. Summarize the basic principles and components of academic writing.
2. Describe the purpose of a literature review, differentiate between types of sources, and explain how to conduct a high-quality literature review to identify research gaps.
3. Draft a review paper that adheres to the guidelines and standards required by a designated academic journal.</td><td></td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Review of Literature</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to

1. Systematically review and synthesize existing literature to identify gaps and trends that inform their research questions.
2. Critically assess and integrate scholarly sources to develop a well-organized and evidence-supported literature review.</td><td>• Research and review Articles
• Books
• Thesis
• Conference Papers
• News
• Blogs
• Database</td></tr>
<tr><td>Module 2</td><td colspan="2">Review Paper Writing I</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to

1. Critically analyze and synthesize existing research, summarizing key themes and identifying gaps or areas for further investigation.
2. Construct a cohesive and organized review paper that effectively integrates and</td><td>• Defining of review paper
• Importance of review paper
• Types of review paper
• Timing of review paper
• Planning a review paper</td></tr>
</table>

	contextualizes findings from various research sources.		
Module 3	**Review Paper Writing II**		**2**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Critically assess and integrate existing literature to highlight gaps and develop relevant research questions for their review papers. 2. Organize and write a review paper following established academic standards, including proper structuring, clear argumentation, and accurate citation of sources.	• Identifying/ targeting journals for review papers: tips • Type of review papers • Writing effective title • Author 's details • Key words • Abstracts writing • Writing introduction effectively • Body of paper including Info graphics • Conclusion • Bibliography	
Assignments/ Activities towards CCE			
1. Identify Research Gaps, Organise, Compile and Analyze literature 2. Plan: a. Topic, type &Outline b. Target Journal c. Write the first draft d. Revise & Format e. Final check f. Submission and submission 3. Review Paper on minor Project- 3000-5000 Words (Ex. Creative Research practice or developmental paper) as per above mentioned criteria.			

Bibliography

Ang, S. H. (2014). Research design for business & management. SAGE Publications Ltd.
Kothari, C. R. (2004). Research methodology: Methods and techniques. New Age International.
Roig, M. (2015). Avoiding plagiarism, self-plagiarism, and other questionable writing practices: A guide to ethical writing.
Sinha, S. C., & Dhiman, A. K. (2002). Research methodology. Ess Publications.
Zaccagnini Flynn, J., & Foster, I. M. (2009). Research methods for the fashion industry. Bloomsbury Publishing.

2.4 Major (Core)

<table>
<tr><td>Course code

217523</td><td colspan="2">Course Name

Design for Community</td><td>Crs

4</td></tr>
<tr><td>Course Outcome</td><td colspan="2">After going through the course, learners will be able to

1. Engage with any Craft-based communities of any one state of India through field work and experimentation.
2. Analyze the process and existing product range.
3. Identify the design gap to meet global product demand & suggest relevant design solutions through innovative product development.
4. Document the craft process along with the design solutions</td><td></td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Branding and Product Analysis</td><td>2</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to

1. Analyze the existing branding strategies of the craft and suggest appropriate branding solutions
2. Identify the existing product categories where craft is utilized and suggest the product sector where the craft is unexplored</td><td>• List down the challenges related to the "Promotion, Marketing, Sales & Visual merchandising" of the craft.
• SWOT analysis of the branding strategies
• Identifying the gap to provide solutions from the following contexts:
o Solutions for Market presence
o Collaborations for selling the craft products
• Analysis of Product Category based on the particular craft
• Identify the product sector where the craft is unexplored</td></tr>
<tr><td>Module 2</td><td colspan="2">Collaboration and Presentation</td><td>2</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
</table>

	After learning the module, learners will be able to 1. Propose a Design solution for diversifying the product range 2. Conduct experimentation in collaboration with artisans followed by feedback 3. Propose the craft document with a contemporary design solution for the global market 4. Display the outcome of the subject through viva and visual presentation	• Design development with suitable boards for the following o Motifs o Repeats o Patterns o Designs for diversified product range o Design dockets • Sampling in collaboration with artisans • Prototyping • Craft Document (Previous subject of Community Engagement) • Design process along with docket	
Assignments/ Activities towards CCE			
1. Students are required to prepare a research document based on a community centric business model, followed by the addition of the visualization of diversified Designs. 2. Students are required to create any 3 prototypes and take feedback from the community & relevant industry via interviews and interactions. 3. Students are required to prepare a presentation or display the outcomes of all the above points covered in all the modules.			

Bibliography

Bhatnagar, P. (2004). Traditional Indian costumes and textiles. Abhishek Publication.
Chattopadhyay, K. (1995). Handicrafts of India. WisdomTree.
Crill, R. (1998). Indian ikat textiles. Weatherhill Inc.
Dhamija, J., & Jain, J. (1989). Hand-woven fabrics of India. Mapin Publishing Pvt. Ltd.
Dedhia, E., & Hundekar, M. (2008). Ajrakh: Impressions and expressions. Colour Publication Private Limited.
Gillow, J., & Barnard, N. (1991). Traditional Indian textiles. Thames and Hudson.
Kapur, C., & Ambasanyal. (1989). Saris of India. Amr Vastra Kosh, Wiley Eastern Limited.

2.5 Minor Stream

<table>
<tr><td>Course code

237511</td><td colspan="2">Course Name

Research writing and Data collection</td><td>Crs

2</td></tr>
<tr><td>Course Outcome</td><td colspan="2">After going through the course, learners will be able to

1. Define and describe the fundamental principles and concepts of scientific research.
2. Identify and apply various research methodologies, methods, and techniques effectively.
3. Conduct research independently, applying their knowledge of research methodologies and procedures.</td><td></td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2"></td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to

1. Analyze data sets to uncover insights and identify potential solutions to given problems..
2. Utilize data analysis techniques to prepare clear and actionable findings, and effectively present these findings to support decision-making processes.
3. Demonstrate an effective writing processes and adhere to ethical standards in their writing practices.</td><td>• Secondary & Primary Data Collection
• Data Analysis
• Data Preparation
– Uni variate analysis (frequency tables, bar charts, pie charts, Percentages)
• Bivariate analysis
– Cross tabulations and Chi-square test including testing hypothesis of association.

• Writing Process - Method of Research Writing,
• Methods of giving Bibliography and citations
• Ethics in writing, Research papers/ book reviews/ dissertation/ thesis etc.
• Areas of Research –
o Literary studies
o Language Studies
o Translation Studies
o Culture Studies
o Media Studies
o Teaching Methodology
o Folklore Studies
o Gender Studies
o Comparative Literature
Literary theory and Criticism</td></tr>
<tr><td>Module 2</td><td colspan="2">Design of Research</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
</table>

	After learning the module, learners will be able to 1. Interpret and apply the layout and formatting guidelines of research papers in accordance with various publication standards.	• Necessity of planning, Steps in design- a) Preparation of working bibliography b) Review of Literature c) Collection of material d) Identification of the topic e) Defining the scope and limitations of the topic f) Text editing g) h) annotated bibliography • Interpretation of Data and Paper Writing – Layout of a Research Paper, Journals, Impact factor of Journals, When and where to publish? • Ethical issues related to publishing, • Plagiarism and Self-Plagiarism	
Assignments/ Activities towards CCE			
1. Prepare the presentation of collected data through various methods. 2. To formulate the essay/ Research article in 1000 words. 3. Prepare a layout for a research paper for the National/International Journal 4. Prepare the research abstract and convert the same into a developmental paper.			

Bibliography

Ang, S. H. (2014). *Research design for business & management*. SAGE Publications Ltd.
Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International.
Roig, M. **(**2015). *Avoiding plagiarism, self-plagiarism, and other questionable writing practices: A guide to ethical writing*.
Sinha, S. C., & Dhiman, A. K. (2002). *Research methodology*. Ess Ess Publications.
Zaccagnini Flynn, J., & Foster, I. M. **(**2009). *Research methods for the fashion industry*. Bloomsbury Publishing.

2.6 A. Major (Elective)

<table>
<tr><td>Course code

227521</td><td colspan="2">Course Name

Sustainable Design Advance</td><td>Crs

2</td></tr>
<tr><td>Course Outcome</td><td colspan="2">After going through the course, learners will be able to

1. Learn and apply the Lifecycle Assessment of Fashion products to analyze its impact
2. Propose design solutions that are not only environmentally sustainable but also socially responsible</td><td></td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Lifecycle Thinking in Design</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to

1. Identify the concept of lifecycle assessment (LCA)
2. Analyze its relevance to evaluating the environmental impact of products and systems.</td><td>• Introduction to lifecycle analysis (LCA)
• Lifecycle significance in sustainable design.
• Product lifecycle stages (from material sourcing to end-of-life disposal).</td></tr>
<tr><td>Module 2</td><td colspan="2">Ethics and Social Responsibility in Design</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to

1. Demonstrate awareness of ethical concerns in design
2. Analyze the impact of design choices on communities, labor practices, and equity.</td><td>• Ethical implications of design decisions.
• Social equity,
• Fair labor practices, and
• Responsible sourcing.</td></tr>
<tr><td colspan="4">Assignments/ Activities towards CCE</td></tr>
<tr><td colspan="4">1. Group Project: Sustainable Solutions for Design Problems in specific to Fashion Industry
2. Students are expected to collaborate to design a solution for a real-world sustainability challenge (e.g., waste management, sustainable fashion, etc.).
3. They must use interdisciplinary approaches, incorporating design thinking, circular economy, and ethical considerations.
4. A presentation and report should be submitted.</td></tr>
</table>

Bibliography

Fletcher, K. (2013). Sustainable fashion and textiles: Design journeys (2nd ed.). Routledge.
Fuad-Luke, A. (2009). The eco-design handbook: A complete sourcebook for the home and office (3rd ed.). Thames & Hudson.
Manzini, E. (2015). Design, when everybody designs: An introduction to design for social innovation. MIT Press.
McDonough, W., & Braungart, M. (2013). The upcycle: Beyond sustainability—Designing for abundance. North Point Press.
Papanek, V. (1995). The green imperative: Natural design for the real world. Thames & Hudson.
Thackara, J. (2005). In the bubble: Designing in a complex world. MIT Press.

2.6 B. Major (Elective)

<table>
<tr><td>Course code

227522</td><td colspan="2">Course Name

Product Design</td><td>Crs

2</td></tr>
<tr><td>Course Outcome</td><td colspan="2">After going through the course, learners will be able to

1. Apply the design process to develop a design collection that is suitable for the chosen apparel/home industry.
2. Establish the relevant skills to showcase work that is aesthetically appealing and commercially viable.
3. Execute the entire design process from concept to final product</td><td></td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Design Development</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to

1. Apply a chosen theme and implement the same for creating a range of textiles
2. Develop and demonstrate skills to conceptualize new designs using 2D and 3D design thinking tools and techniques</td><td>• Select and analyze a product sector from lifestyle industry
• Identify a product segments which needs further modifications/developments/modifications
• Create textile/non textile samples relevant to the product selected
• Experiments with patterns/repeats and placement designs
• Develop engineered designs for surfaces
• Apply the created textile designs onto a chosen type of product range for home or apparel.</td></tr>
<tr><td>Module 2</td><td colspan="2">Product Prototyping and Production</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to

1. Present design boards giving clear direction of the project.</td><td>• Formulate aesthetic design boards like
o inspiration/concept board
o mood board
o color story
o market analysis & customer profile
• Create technical specification sheets of the product as well as the textile design created, clearly defining the technique and process of</td></tr>
</table>

	2. Demonstrate a 3D Design Development through prototyping 3. Demonstrate presentation skills for showcasing the design exploration process	manufacturing along with product specifications like dimensions, yarn composition, etc. • Development of 3D samples of the sketches made in the design development process • Work on textures and materials • Implement processes • Testing samples for feasibility and commercial viability • Preparation of docket for final production	
Assignments/ Activities towards CCE			
Students are expected to design a product to suit a specific industry based on the following criteria. 1. Design Process Presentation 2. Presentation of Developed Samples / Prototypes 3. Final Production Process 4. Final Presentation of portfolio with minimum 2 products in sync with the subject content.			

Bibliography

Best, K. (2006). *Design management*. AVA Publishing.
Clarke, S. (2011). *Textile design*. Laurence King Publishing Ltd.
Etchetto, M. (2010). *1000 ideas for home design & decoration*. Loft Publishing.
Quinn, B. (2009). *Textile designers at the cutting edge*. Laurence King Publishing.
Steed, J. (2012). *Sourcing ideas*. AVA Publishing.
Whitmore, M. (1999). *Home furnishing workbook*. Collins & Brown Ltd.

2.7 Field Project

Course code **247521**	**Course Name** **Field Project**		**Crs** **2**
Course Outcome	*After going through the course, learners will be able to* 1. Recognize the fundamental eco-system in the relevant product-based industry. 2. Evaluate the effectiveness of the design process in meeting product and market requirements. 3. Contribute to enhancing the industry with additional inputs via design, innovation, and research gained in the program.		
Sr. No.	**Module Outcomes**	**Course Contents**	**Cr.**
Module 1	**Introduction to the Field**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. To identify and analyze the core processes of a product-based industry through direct engagement.	Industry Introduction and Mapping • Overview the domain and selecting the industry partner • Identifying stakeholders and product lifecycle • Mapping organizational structure and design integration • Study of raw materials, manufacturing processes, logistics, and marketing Process Analysis • Detailed study of design, development, and production processes • Methods of user research, ergonomics, sustainability, and usability in the current system • Identifying design constraints and opportunities	
Module 2	**Departments of the Industry**		**1**
	Learning Outcomes	**Module Content**	

	After learning the module, learners will be able to 1.To assess the efficacy of current design methodologies in addressing product development and market needs. 2.To propose and demonstrate improvements via innovative design interventions and research-backed strategies.	Design Process Evaluation • Application of design thinking in existing products/services • Evaluate gaps in the design process using tools like SWOT, user journey maps, or service blueprints • Studying customer feedback mechanisms and market analytics Concept Development and Innovation • Proposing design improvements or new product concepts • Exploring potential for innovation: materials, form, function, sustainability • Collaborating with industry to validate ideas	
Assignments/ Activities towards CCE			
1. Selection of a product based industry followed by the field visits 2. Field Report detailing observations, analysis, and insights of the industry (Product based) 3. Design Concept Portfolio with visual representation of prototypes 4. Presentation along with industry feedback for the ideation.			

Bibliography

Adams, R. (2018). The global fashion business: The essentials. Routledge.
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Semester III

3.1 Major (Core)

<table>
<tr><td>Course code
3.1</td><td colspan="2">Course Name

Dissertation -I</td><td>Crs 8</td></tr>
<tr><td>Course Outcome</td><td colspan="2">After going through the course, learners will be able to
1. Articulate a research paper based on systematic literature review, showcasing results of the study.
2. Interpret data collected through the review for formulating hypothesis of the further study.</td><td></td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Overview of scientific writing</td><td>8</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to
1. Identify the research gap in the relevant industry.
2. Study the literature and suggest solutions over the problem with systematic research.
3. Provide solution to the research gap via scientific research methodology.</td><td>Scientific writing
1. Choosing and indexing key words from a given theme
2. Reviewing the paper based on a given set of instructions to authors. (Any refereed journal may be used for sample ‘Instructions to Authors’)
3. Writing a structured review
4. Writing a pedagogical (academic) article on a scientific theme based on review
5. Preparation of display material (such as scientific posters)</td></tr>
<tr><td colspan="4">Assignments/ Activities towards CCE
1. Compilation of all the research work for the relevant topic along with a literature review and convert the same in a review paper.s
2. Presenting the same in the form of a research article and research Poster.</td></tr>
</table>

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[and accompanying web site: http://filebox.vt.edu/eng/mech/writing/]
Day, R. 1998. How to write and publish a scientific paper, 5th edition. Orynx Press.
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3.2 Major (Core)

<table>
<tr><td>Course code
3.2</td><td colspan="2">Course Name
Advance Computer application</td><td>Crs
4</td></tr>
<tr><td>Course Outcome</td><td colspan="2">After going through the course, learners will be able to
1. Utilize Raster Graphics software as a tool to represent and create visuals, using image editing and object creation.
2. Use the Vector based software for developing fashion digital illustration - rendering, page layout for magazine and cover page designing.
3. Create high quality brand promotion stationery and packaging material using image editing and object creation / manipulation capabilities of relevant software and tools & techniques.
4. Differentiate the various printing process and methods with their uses for design industry.</td><td></td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Introducing Raster based Software</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to

1. Edit images and create specified EOD on a Raster based software</td><td>- Introduction about Raster Based Software.
- Advance Image Editing with help of all features, Tools and technics</td></tr>
<tr><td>Module 2</td><td colspan="2">Introducing Vector based Software</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to

1. Illustrate and edit page layouts using and Vector based software</td><td>Vector based Software
- Introduction of Vector based software
- Introduction about Elements Of Fashion (Digital)
- Interpreting and implementation of various Features, Tools and technics.
- Motif Development and implementation on garments</td></tr>
<tr><td>Module 3</td><td colspan="2">Application of Software for presentation techniques</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to

1. Design Promotional materials and techniques for fashion brand.</td><td>- GIF animation
- Advance presentation Techniques.</td><td></td></tr>
<tr><td>Module 4</td><td colspan="2">Application of Software for media techniques</td><td>1</td></tr>
</table>

	Learning Outcomes	Module Content	
	After learning the module, learners will be able to 1. Design Various layout and design for social and digital media	• Development of deferent layouts for deferent media using various types of techniques and tools.	

Assignments/ Activities towards CCE

1. Advance image editing and masking –
   -Body Rendering
   -Garment Rendering and styling

2. Motif development
   - Print Development
   - Mood Board
   - color Board
   - Fashion illustration
   - Fashion Graphics

3. Brand promotion
   - Creation of Advertising and marketing visuals
   - Brand Presentation.

4. Creation of own brand and development of various advertisements for Social media and digital media.

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Szkutnicka, B. (2010). Technical drawing for fashion (1st ed.). Lawrence King.

Szkutnicka, B. (2010). Technical drawing for fashion. Laurence King.

3.3 Major (Core)

Course Code 3.3	**AI in Design Research (PR)**		**CR. 4**
Course Outcomes	After going through the course, learners will be able to 1. Explore social media, sales data, and consumer behaviour using AI for trend forecasting. 2. Apply AI-driven technologies in materials, manufacturing, and supply chain processes. 3. Solve design and industry-related problems using AI-based tools and techniques. 4. Create design concepts and trend visuals using AI tools that support ideation and development.		
Sr. No.	**Module Outcomes**	**Course Contents**	**Cr.**
Module 1	**Introduction to AI**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Explain basic AI concepts and key terms. 2. Describe how AI is applied in design, textiles, and fashion. 3. Identify ethical and responsible practices when using AI.	• Interpreting AI and its features • Historical timeline and evolution • Importance in the industry (both fashion and textiles) • Overview of popular AI tools (ChatGPT, • Midjourney, Gemini, Perplexity etc.) and utilizing for research • Challenges & limitations • Responsible and ethical use of AI • Case Studies & projects	
Module 2	**AI Tools for Interdisciplinary Research**		**1**
	Learning Outcomes After learning the module, learners will be able to 1. Explain how AI supports research tasks like data collection and interpretation. 2. Apply AI tools for text, image, and data analysis. 3. Analyze AI-generated insights to identify patterns and trends.	**Module Content** • AI for qualitative research: text analysis, summaries, • AI for quantitative research: charts, predictions, data patterns, data analysis • Sentiment analysis of consumer and social media data with the help of AI tools • Simple computer vision for design research	

		• AI-assisted literature review and data collection	
Module 3	**AI- augmented research for Design Ideation**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Apply generative AI tools for visual and product ideation. 2. Analyze AI-generated design options for usability & aesthetics. 3. Create AI-aided concepts, mockups, silhouettes, or patterns.	• Generative AI for design: images, patterns, textures, color palettes • AI tools for concept development (Midjourney, DALL·E, Runway) • Digital prototyping & virtual sampling • AI in materials, smart textiles & sustainable design • Smart tools: virtual stylists, auto-layout systems	
Module 4	**AI for Trend, Consumer & Market Analysis**		**1**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Apply AI tools to study social media trends and consumer behaviour. 2. Analyze sales data and market patterns using AI. 3. Evaluate insights for better design or business decisions.	• AI in trend forecasting: image recognition, pattern spotting • Consumer behaviour analysis through AI dashboards • Market research using AI: category mapping, competitor study • Sales forecasting & demand prediction • AI for supply chain & inventory optimization	

Assignments/ Activities towards CCE
1. Students are required to select any project previously performed. 2. Using the AI tools, students are expected to utilize the same on the selected project to upgrade/ modify the project. 3. **AI Research Report:** Students will prepare a short report using any AI tool to analyze text, images, or consumer/market data and present the insights. 4. **AI Design Portfolio:** Students will prepare a mini-portfolio of 3–5 AI-generated design concepts or trend visuals along with a brief justification for each.

Bibliography

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Suh, S. C. (Ed.). (2025). Artificial Intelligence for Design and Process Science. Springer Cham.

Thomassey, S., & Zeng, X. (Eds.). (2018). Artificial Intelligence for the Fashion Industry in the Big Data Era. Springer.

3.4 Minor

<table>
<tr><td>Course code

3.4</td><td colspan="2">Course Name

Unreal Engine Application in Design</td><td>Crs

4</td></tr>
<tr><td>Course Outcome</td><td colspan="2">After going through the course, learners will be able to

1. Familarize students with the interface and basic tools of Unreal Engine.
2. Create an interpreting of real-time rendering and interactive visualization.
3. Encourage creative use of digital technology in design storytelling and presentation.</td><td></td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Introduction to Unreal Engine</td><td>2</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to

1. Recognize the basic functions and interface of Unreal Engine.</td><td>- Overview
- Interface,
- Navigation,
- Basic project setup</td></tr>
<tr><td>Module 2</td><td colspan="2">Application to Unreal Engine</td><td>2</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to

1. Explore the use of Unreal Engine in digital fashion and design storytelling.</td><td>- Introduction to virtual and augmented technology
- Creating virtual fabric simulations and 3-D modelling, and texturing</td></tr>
<tr><td colspan="4">Assignments/ Activities towards CCE

1. Create a document for visual representation of the Design with the utilization of the above contents.
2. Select a Designer's work and visualize the fabrics used, and create a 3-D model for the same using the interface taught.</td></tr>
</table>

Bibliography

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Epic Games. (n.d.). Unreal Online Learning: Learn Unreal Engine. Epic Games. https://learn.unrealengine.com
Hoffmann, M. (2023). Virtual fashion: Digital clothing in the metaverse. Laurence King Publishing.

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3.5 A. Major (Elective)

<table>
<tr><td>Course code

3.5</td><td colspan="2">Course Name

Waste Management</td><td>Crs

2</td></tr>
<tr><td>Course Outcome</td><td colspan="2">After going through the course, learners will be able to
1. Analyze the types of waste generated in design, fashion, and textile industries.
2. Apply sustainable practices to reduce, reuse, and recycle materials.
3. Explore innovative design solutions for waste utilization and circular systems.
4. Create prototypes, products, or materials using waste as a resource.</td><td></td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Overview of Waste in Product Industry</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to
1. Identify and classify types of waste in design practice.</td><td>- Introduction to waste management.
- Categories: solid, textile, plastic, e-waste.
- Industry-specific case studies.</td><td></td></tr>
<tr><td>Module 2</td><td colspan="2">Idea generation on managing waste</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to
1. Apply techniques of reduction of waste into a model, service or product for design field</td><td>- 3R approach: Reduce, Reuse, Recycle.
- Converting industrial waste into new materials.
- Prototyping small-scale design products.
- Presentation of the idea</td><td></td></tr>
<tr><td colspan="4">Assignments/ Activities towards CCE</td></tr>
<tr><td colspan="4">1. Group project: creating design prototypes from waste.
2. Presentation and viva on waste-to-value solutions.
3. Documentation of waste management practices in a chosen industry for digital interpretation.</td></tr>
</table>

Bibliography

Chertow, M. (2000). Industrial symbiosis: Literature and taxonomy. Annual Review of Energy and Environment, 25, 313–337.
Ellen MacArthur Foundation. (2017). A new textiles economy: Redesigning fashion's future. Ellen MacArthur Foundation.

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Papanek, V. (1985). Design for the real world: Human ecology and social change. Academy Chicago Publishers.

3.5 B. Major (Elective)

<table>
<tr><td>Course code

3.5</td><td colspan="2">Course Name

Upcycling in Fashion Industry</td><td>Crs

2</td></tr>
<tr><td>Course Outcome</td><td colspan="2">After going through the course, learners will be able to

1. Discover the concept of upcycling and its importance in sustainable fashion.
2. Explore materials, waste streams, and techniques suitable for upcycling.
3. Suggest creative solutions by transforming waste/fashion discards into valuable products.
4. Present innovative upcycled fashion products with industry relevance.</td><td></td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Introducing the concept of Upcycling</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to

1. Discover the concepts of upcycling in fashion.</td><td>- Concept and evolution of upcycling.
- Difference between recycling and upcycling.
- Waste segregation methodologies
- Analysis of Case studies in upcycled fashion.</td></tr>
<tr><td>Module 2</td><td colspan="2">Application of Upcycling</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to

1. Analyze fashion waste techniques for upcycling opportunities.
2. Apply creative design techniques to upcycle materials.</td><td>- Textile and garment waste sources.
- Identifying usable materials from pre- and post-consumer waste.
- Industry visits/field survey for waste collection.
- - Prototype development from waste textiles.
- Presentation of upcycled innovation</td></tr>
<tr><td colspan="4">Assignments/ Activities towards CCE</td></tr>
<tr><td colspan="4">1. Create a report on selected sector of industry for waste generation.
2. Group project: develop innovative upcycling idea for the same for fashion industry by creating 5 samples
3. Presentation viva based on upcycled ideas and its utilization in the relevant commercial product sector.</td></tr>
</table>

Bibliography

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Fletcher, K., & Grose, L. (2012). Fashion and sustainability: Design for change. Laurence King.

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McDonough, W., & Braungart, M. (2002). Cradle to cradle: Remaking the way we make things. North Point Press.

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3.6 RP

<table>
<tr><td>Course code
3.6</td><td colspan="2">Course Name
Futuristic Design</td><td>Crs
2</td></tr>
<tr><td>Course Outcome</td><td colspan="2">After going through the course, learners will be able to
1. Relate the art movement of Futurism and its relation to Futuristic Design.
2. Implement the idea futurism as a pivotal element to ideate materials, process and product.</td><td></td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Overview of Futurism as an Art movement</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to

1. Analyze the context of Futurism in Design.</td><td>• Overview of Futurism
• Manifesto of Futurism in varied contexts.
- Architecture
- Sculpture
- Literature
- Art
- Paintings
- Lifestyles
- Textiles
- Fashion
- Crafts</td></tr>
<tr><td>Module 2</td><td colspan="2">Application of Futurism in design industry</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to
1. Brainstorm and ideate the possibilities of Design solutions in different aspects of Fashion with futuristic approach.
2. Apply the concept of Futurism in design to provide a solution for future.</td><td>Rethinking the future through
1. Material
2. Product
3. Process
Conceptualization on Futuristic Design based on research and ideation for any sector of fashion justifying its need and significance.</td></tr>
<tr><td colspan="4">Assignments/ Activities towards CCE</td></tr>
<tr><td colspan="4">1. Research document based on Futurism applied in any of the Product sectors related to fashion.
2. Prepare documentation on Product development for Futurism with digital visualization.</td></tr>
</table>

Bibliography

Best, K. (2006). Design management. AVA Publishing.
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Semester- IV

4.1 Major ((Core)

Course code 4.1	**Course Name** **Business Proposal Writing**		**Crs 4**
Course Outcome	After going through the course, learners will be able to 1. Generate significant ideas that are required for a successful business development. 2. Articulate a proposal of the an action plan for successful realization of those ideas into start-up businesses.		
Sr. No.	**Module Outcomes**	**Course Contents**	**Cr. 4**
Module 1	**Idea Generation for a business**		**2**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Establish an idealistic view of the outcome that is expected to receive upon successful completion of the project 2. Identify the relationship between the resources, vision and problem	• State the Vision • Identify the Problem • Assess Resources Resource assessment through 5 W –Who, What, where, When and Why • Establish Project Goals	
Module 2	**Defining strategies and articulating the proposal**		**2**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to 1. Define a strategy and contingency plan that will help in achieving the established goals. 2. Articulate the business proposal for collaborations and sponcerships.	• Select a Project Strategy • Plan for Contingency • Design an evaluation plan • Budgeting • Propose the Project	
Assignments/ Activities towards CCE			
1. Articulate the proposal for the business idea, to formally propose to financial organizations, Government organizations etc. to generate sponsorship as a start-up. 2. Develop a project proposal Document			

Bibliography

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Hassan, R. A. G. (2017). Proposal writing: The art of persuasion. Palgrave Macmillan.
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Sant, T. (2014). Persuasive business proposals: Writing to win customers, clients, and contracts (4th ed.). McGraw-Hill Education.

4.2 Major ((Core)

<table>
<tr><td>Course code

4.2</td><td colspan="2">Course Name

Portfolio Presentation</td><td>Crs

4</td></tr>
<tr><td>Course Outcome</td><td colspan="2">After going through the course, learners will be able to

1. Recognize the set of skills and a visual imprint of the process and completion of a job placement portfolio.
2. Compile the best skills and work performed to showcase the forte in research and design.</td><td></td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Overview of portfolio and segregation of the work</td><td>2</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to

1. Define a market focused portfolio through proper planning and interpreting of the key aspects.</td><td>Focused Portfolio

• Statement of purpose (SOP)
• Skill sets and knowledge domain
• Gender and age focused
• Focus on functional categories
• Specialized Portfolios</td><td></td></tr>
<tr><td>Module 2</td><td colspan="2">Portfolio Compilation</td><td>2</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to

1. Build a final portfolio adapted to one's focus, used for job interviews and other presentations.</td><td>• Building of the portfolio
• Digital and Web Based portfolio
• Interview Insights</td></tr>
<tr><td colspan="4">Assignments/ Activities towards CCE</td></tr>
<tr><td colspan="4">1. Select and reqorganize assignments to justify statement of purpose, skill set and knowledge domain for further career.
2. Prepare a digital / handmade portfolio appropriate for the selected career path.</td></tr>
</table>

Bibliography

Barrett, J. C. (2006). Designing your fashion portfolio. Fairchild Books.

Bowstead, M. J. (2011). A guide to preparing your portfolio. A & C Black.

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Linda, T. (2013). Portfolio presentation for fashion designers. Fairchild Publications, Inc.

Ringpfeil, H. (2012). Creating fashion portfolios: Professional presentations and marketing. AVA Publishing.

4.3 Minor

<table>
<tr><td>Course code

4.3</td><td colspan="2">Course Name

Digital Marketing in Fashion</td><td>Crs

2</td></tr>
<tr><td>Course Outcome</td><td colspan="2">After going through the course, learners will be able to

1. Distinguish the fundamentals of digital marketing in the context of the fashion industry.
2. Establish the skills for social media, SEO, and content marketing to promote fashion brands.
3. Generate digital campaigns and analyze their effectiveness.
4. Apply brand identity and engagement strategies using digital tools.
5. Propose analytics to improve marketing decisions.</td><td></td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Introduction to Digital Marketing, types and mediums</td><td>1</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to

1. Distinguish digital marketing foundations for fashion.
2. Create social media strategies for fashion brands.</td><td>- Introduction to digital marketing concepts.
- Consumer behavior in online fashion markets.
- Branding in digital platforms.
- Instagram, Facebook, LinkedIn, and emerging platforms.
- Influencer marketing and collaborations.
- Content creation: stories, reels, videos.</td></tr>
<tr><td>Module 2</td><td colspan="2">Digital Marketing Campaign</td><td>1</td></tr>
<tr><td></td><td>Learning Outcomes</td><td>Module Content</td><td></td></tr>
<tr><td></td><td>After learning the module, learners will be able to
1. Design digital campaigns and measure impact.
2. Evaluate campaign performance using analytics.</td><td>- Search Engine Optimization (SEO) & Search Engine Marketing (SEM).
- Email marketing and digital newsletters.
- Campaign planning and execution.
- Google Analytics, Meta Analytics, and fashion-specific KPIs.
- Measuring ROI in digital campaigns.
- Case studies of successful fashion campaigns.</td><td></td></tr>
</table>

Assignments/ Activities towards CCE
1. Creation of a digital marketing plan for a fashion start-up or project. 2. Design social media content calendars. 3. Design a short live campaign (simulation/project-based). 4. Prepare an analytical report and presentation.

Bibliography

Chaffey, D., & Ellis-Chadwick, F. (2019). Digital marketing. Pearson Education.

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4.4 RP

Course code 4.4	**Course Name Dissertation II**		**Crs 8**
Course Outcome	After going through the course, learners will be able to 1. Compile a coherent, well-structured dissertation document based on selected study field and defend the research through oral/viva-voce and/or conference-style presentation.		
Sr. No.	**Module Outcomes**	**Course Contents**	**Cr.**
Module 1	**Problem identification and ideation for the solution through systematic research applications**		**8**
	Learning Outcomes	**Module Content**	
	After learning the module, learners will be able to	Dissertation carried out by the students should exercise the following steps in a systematic manner, under the supervision of practical-in-charge / project coordinator 1. Literature review (and choosing a suitable topic) 2. Experiment planning 3. Experimentation, with the use of contemporary methods and standard protocols 4. Representation of and calculations for data obtained 5. Interpretation of data with the use of statistical tools (if required) 6. Writing monthly progress reports / synopsis / interim reports 7. Writing a Masters thesis 8. Presenting the thesis in an 'Open Defense'	

Assignments/ Activities towards CCE

1. Prepare a dissertation on the basis of the contents applied to the problem identification and the solution as application. (Follow the guideline of the format provided by the university for PhD/ PG Diploma Thesis/ dissertations)

Bibliography

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3. Day, R. 1995. Scientific English: A guide for scientists and other professionals, 2nd edition. Orynx Press.

4.5 OJT

<table>
<tr><td>Course code
4.5</td><td colspan="2">Course Name
Internship</td><td>Crs
4</td></tr>
<tr><td>Course Outcome</td><td colspan="2">After going through the course, learners will be able to
1. Inculcate fashion knowledge to gain expertise and proficiency in respective field under the guidance of various fashion industries and experts.</td><td></td></tr>
<tr><td>Sr. No.</td><td>Module Outcomes</td><td>Course Contents</td><td>Cr.</td></tr>
<tr><td>Module 1</td><td colspan="2">Apply the knowledge gained during the course along with industry training.</td><td>4</td></tr>
<tr><td rowspan="2"></td><td>Learning Outcomes</td><td>Module Content</td><td rowspan="2"></td></tr>
<tr><td>After learning the module, learners will be able to</td><td>Internship refers to a stage/phase during which an individual will get opportunity to experience her industry of interest before entering into it full time and opting for it as her future career.
Internships exposed to candidate about the interpreting the way particular industry functions and what it would be like to work in that scenario.
The candidates gain valuable insights into their own personalities and skills.
Such an experience put them in a better situation to decide whether they are suited for particular role.
The process begins with:

1) Preparation of C.V.
2) Preference sheet (Preparation for location and type of industry)
3) Completion of campus to corporate module.
4) Minimum 50% marks requirement in all subjects (College may give some relaxation on the basis of valid reasons)</td></tr>
</table>

		The internship will enrich the student for – 1) Interpreting of the career field 2) To develop useful skills 3) To develop useful contracts.	
Assignments/ Activities towards CCE			
- Internship on the field in the relevant industry sector.			